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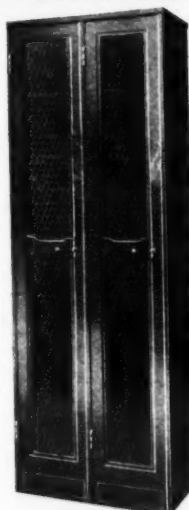
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for the vice-principalship of the high school at Ithaca, N. Y. On August 18th he came to Albany for a personal interview with Supt. Boynton, and on the 20th he received a telegram announcing his election to the position.

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# School Board Journal

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MILWAUKEE — New York — Chicago, NOVEMBER, 1908

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THE BLIGHT OF THE CITY.

Superintendent of Compulsory Education Bodine has reported that five thousand children go to the public schools of Chicago without breakfasts.





## RECENT DECISIONS.

## Teachers and Principals.

A private incorporated school and the high school of a city were administered together, the private school being exclusively controlled by its trustees, and the high school by the school committee of the city, neither of which bodies could lawfully delegate their powers to the other, though both schools were housed in the same building and were instructed by the same teachers. A principal, of whose salary, if satisfactory to them, the trustees paid all over a certain sum, but not to exceed a maximum amount, was re-elected by the school committee, and on receiving notice thereof the trustees voted "neither to approve nor disapprove" his election, and subsequently they notified the committee, declining to pay any portion of his salary. Held, that he could not recover from the trustees for salary as on an express contract.—*Dickey v. Trustees of Putnam Free School*, 84 N. E., 140 Mass.

In an action for services as a school teacher, plaintiff, who was discharged after the fall term of four months, contending that he had been employed to teach the school year of eight months, where there was evidence from which the court could have inferred that the engagement was for the fall term, and that plaintiff so understood it, although he testified otherwise, the court's finding that plaintiff was employed for the fall term only cannot be disturbed on appeal.—*Roussin v. Kirkpatrick*, 95 P., 1123 Cal.

## School Bonds.

Where an order for an election for the issuance of school bonds provided for an issue within the limit fixed by the constitution and laws of the state, the order was not objectionable because it failed to set out the number of bonds to be issued, their character, and term, and the rate of interest; the term being limited by statute to thirty years and the rate of interest to 6 per cent.—*McGinnis v. Board of Trustees of Bardstown Graded School District*, 108 S. W., 289 Ky.

The Kentucky statutes of 1903 (§ 4482) require the board of school trustees to set apart out of each tax levy a sufficient amount to pay interest for the year on any bonds issued, and, in addition, until the full payment of such bonds, to set aside a sufficient amount as a sinking fund to meet the principal of the bonds at maturity, which fund shall be kept profitably invested and used for no other purpose than the payment of principal of the bonds, and that, if the board so order, the sinking fund, or any part thereof, may be used in the purchase of the bonds before maturity, except an amount sufficient to pay interest on the outstanding bonds. Held, that the trustees were authorized to provide for the redemption of bonds at the rate of two each year out of the sinking fund, instead of investing such fund at interest.—*McGinnis v. Board of Trustees of Bardstown Graded School District* (as above).

The county school superintendent has power to canvass the returns and decide the vote on a school election for the issuance of bonds to raise money for school purposes.—*McGinnis v. Board of Trustees of Bardstown* (as above).

## School Districts.

When the boundaries of a proposed school district were described in the petition, not by courses and distances, but according to certain

well known roads and the dividing lines between certain well known farms, and a survey subsequently made, on which the order establishing the district was founded, described the same by metes and bounds and courses and distances, and embraced the territory within the boundary described in the petition, the district was legally established according to the boundaries so set out in the petition.—*McGinnis v. Board of Trustees of Bardstown Graded School District*, 108 S. W., 289 Ky.

The constitutional provision which requires an elector to vote in the precinct of his residence does not forbid an elector of one county to vote in another on the question of whether an independent school district shall be incorporated, and, if incorporated, on all questions affecting the interest of the school, but to determine whether any given territory shall be so incorporated, and, if incorporated, as to all questions affecting the interest of the school, such territory constitutes a residence voting precinct for all electors residing therein.—*Parks v. West*, 108 S. W., 466 Tex.

## School Property.

Paragraph 2814 of the Iowa school code, as amended by the laws of 1907, authorizes school corporations to hold, within certain limitations, land for school house sites, which must be upon public roads, and except in cities, etc., at least twenty rods from the residence of any owner who objects to a site being placed nearer. Section 2815 provides for condemnation of a site if the owner refuses or neglects to convey, etc. Section 2773 authorizes boards of directors to fix school house sites. Held, that the term "owner," used in section 2814, refers to the school house site, and not to the owner of a site, and that the prohibition against locating a site within thirty rods of a residence applies to schoolhouse sites whether acquired by purchase, devise, gift, or condemnation.—*Mendenhall v. Board of Directors of Independent School District of Leighton*, 115 N. W., 11 Ia.

## School Pupils.

The Wisconsin laws of 1901, as amended by the laws of 1903 (p. 525, c. 329), authorizing persons of school age who may reside in any town or incorporated village, not within a free high school district, to attend a free high school, and making the municipality, or part of the municipality, having no high school in which such persons reside, liable for high school tuition at a specified rate, is a valid exercise of legislative power.—*City of Columbus v. Town of Fountain Prairie* (115 N. W., 111 Wis.).

## LEGAL NOTES.

The Chicago board of education has been upheld in its crusade against fraternities and sororities in the high schools and may suspend pupils who persist in retaining their membership in such organizations. Judge Windes of the circuit court recently refused to issue a writ of mandamus to the father of a student fraternity member, after hearing the arguments in the case. The court held that the board has discretion in the government of the schools, and consequently may suspend a pupil when he persists in being a member of an organization that is subversive of the discipline of the schools.

Trenton, N. J. The courts have decided that the law prohibiting children from attending theaters or moving picture shows, unless accompanied by a parent or guardian, is unconstitutional. The statute was held to be in conflict with the fourteenth amendment to the federal constitution which guarantees "equal protection under the law." It has been favored and enforced by the school authorities in the state.

Portland, Ore. School districts cannot be held liable for the negligence of their directors. This is the substance of an important decision given by Judge Gantenbein in the circuit court recently in sustaining a demurrer to the complaint in the case of the Inman-Poulsen Lumber Company against school district No. 1, near Lents, Ore.

The case arose out of the construction of a building by district No. 12, which has since been absorbed by No. 1. The school directors failed to exact a bond from the contractors for a new school, as they were supposed to do, and the lumber company brought suit to collect on material worth \$335, it being impossible to place a lien on a public building. Judge Gantenbein holds that such a suit cannot be maintained against the school district, notwithstanding the negligence of the directors.

The suit brought against the Minneapolis school board to test the constitutionality of the state law against fraternities has been dropped after being appealed to the supreme court. The local district court decided that the law is valid and that the board has the right to expel all students who persist in joining secret societies.

The Iowa School Laws Revision Commission has practically completed its report for presentation to the State Teachers' Association and to the state assembly. The report was put in the printers' hands about November first.

Supt. J. W. Olsen of Minnesota has expressed himself in favor of county teachers' training schools to be conducted in connection with county agricultural schools.

East Orange, N. J. All public school teachers who receive \$600 or less a year for their services have been voted an increase in salary of 2 per cent. This was done to enable them to pay 2 per cent to the retirement fund. The board had considered the plan for some time.

Dr. W. E. Garrison has been elected president of the New Mexico College of Agriculture and Mechanic Arts at Mesilla Park.



## Mutual Improvement.

Miss Primer—"Since leaving your school I've improved my work remarkably."

Mr. Principal—"So have I."

Miss Primer—"Why, have you a new school?"

Mr. Principal—"No, I have a new primary teacher."

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# The Teaching of Hygiene in the Elementary School

By A. DUNCAN YOCUM, Ph. D.

The province of hygiene in elementary education is less the acquisition of knowledge than the creation of habit. It has less to do with the location of mitral valves and the function of protoplasmic processes than with the avoidance of impediments to proper circulation and the scalding of dish cloths and milk bottles. When Horace Mann, acting under the influence of his friend, George Combe, the Scotch physiologist and phrenologist, urged the introduction of physiology into American public schools, it was rather that pupils should master a body of knowledge which would make hygienic habits intelligent, than for the direct formation of such habits in and through the school. Even young women, argued Mr. Combe, should be taught physiology, because they are far more likely to obey a rule of health, if they possess the knowledge on which the rule is based. That his argument was convincing, the history of education shows. My mother, for example, on graduating from Baltimore Female College in the early sixties, faced a skeleton on the commencement platform and pointed out and named every bone in the human body.

Mr. Spencer, whose insistence that hygienic knowledge is of the highest relative worth gave the next great impulse to the teaching of physiology, also assumes that it will serve as a stimulus to healthful living. And finally, the Women's Christian Temperance Union, having compelled by legislative enactment the teaching of physiology in every grade of the public elementary school, with special reference to the ill effects of stimulants and narcotics, attempts to prove by per capita statistics that the knowledge thus acquired has appreciably reduced the sale of intoxicating liquor.

Now, nothing can be more readily shown than that in the case of most individuals the knowledge of the ill effects of unhygienic activities does not in itself result in the formation of hygienic habits. We eat welsh rabbit and pumpkin pie, in spite of nightmare and nervous indigestion. It takes something more than physiology—more than toothache itself—to make children use a toothbrush after every meal. And just as certainly, boys who do not stand aghast at the abasement and the menace of the drunkard, will not be prevented from drinking solely through knowledge of the various ill effects of alcohol on the heart and nervous system. The immediacy of pleasure and gratification, the uncertainty, the insensible gradation and the remoteness of their penalty, make too strong a temptation to unhealthy living for mere knowledge of the penalty to overcome. There is something in human nature which, tempting a man to take chances, even when the chances are against him, actually transforms the knowledge, which should make for healthy living, into an incentive to unhygienic activity.

## Formal Physiology Ineffective.

In view of all this, dependence upon the formal teaching of physiology as the sole means provided by the school for the formation of hygienic habits, is the veriest folly. Both for his own sake and for that of the community and the race, the individual has the right to the combined stimulus of every true incentive to ethical and healthful existence. M. Gabriel Compayre takes this position in discussing moral training, also Prof. Hugo Munsterburg, in urging an environment which in the sum total of its tendencies will be favorable to the prevention of crime for men, who, he insists, are often born weaklings, but never hereditary

criminals. A knowledge of formal physiology is one of the factors—and taken alone, one of the least effective factors—which the school can bring to bear for the realization of this end; hence, follows my theses. Many physiological facts have no direct bearing upon hygiene for the individual who is not a specialist. Those which have are ineffectively taught, because they are not set apart for permanent retention, are not grouped with other facts having similar bearing, are not expressed in the most impressive form, and, above all, are not persistently associated in the minds of the pupils with the actual performance of the healthful activities for which they should collectively serve as a stimulus. More than this, much knowledge, more or less directly effective for healthful living, is to be found outside of physiology. All such knowledge is useful only in the actual formation of habits, and a habit when once formed cannot have too composite, too cumulative or too impressive a stimulus.

## Temperance Hygiene.

Temperance hygiene, for example, largely responsible for the universality of formal hygienic instruction in the American public schools, as well as for the steady improvement in the character of hygienic subject matter, has through its inadequacy, apart from other effective influences, actually injured the cause of temperance reform wherever it has been allowed to displace or to lessen interest in the old Blue Ribbon movement, the signing of pledges, the organization of children's societies, the reciting of temperance poems and the singing of temperance songs. Puerile enough it all seems today: Francis Murphy's ribbon, the pledge signed with awkward boyish fingers, the self-righteous refusal to carry a bucket of cider vinegar, the antiphonal singing of "What! Never Drink Again? N—O! Never Drink Again!" by heroines with plaited hair and martyrs in short trousers. But by these means, and perhaps the promise of reward or the certainty of parental punishment, many a boy was kept from smoking and from drinking until he reached young manhood with a mass of impressions and recollections which in the aggregate constituted a strong impulse in the right direction. Finally, perhaps, they were reinforced by knowledge which, in connection with public sentiment and a sense of moral or religious duty, rendered them permanently effective, added rational sanction and ultimately dominated the whole. It is even possible that here and there an infinitesimal factor may have been the knowledge that alcohol is not technically a food.

Every influence antagonistic to the drink habit adds to the sum total which operates against it and may in some individual cases have a potency out of all proportion to its pettier effect upon the mass of pupils. The New York State Central Committee on Scientific Temperance Instruction has demonstrated that in a very considerable number of instances the formation of right habits can be directly traced to a knowledge of temperance hygiene. With the majority, however, knowledge must reinforce other incentives and be reinforced by them.

## Healthful Habits to Be Sought.

If hygiene is to be taught in school, healthful habits must be found there or immediately result from its teachings. If such habits are to be formed, the school must add to any knowledge of physiology which may aid in forming them, all other incentives to healthful living.

Some hygienic habits should be formed through the school with the aid of law. Personal cleanliness, the removal or amelioration of physical defects, the cure of offensive and communicable diseases must become matters of course in even the most ignorant households. It is not sufficient for school physicians and boards of health to exclude unhygienic children from school. The compulsory school attendance law should compel parents to take every precaution within their power to send their children to school in a healthy condition—cleanly clad, washed and combed and equipped with a pocket-handkerchief. If parents are not so compelled, the compulsory attendance law will continue to be nullified by enactments necessary to the health of the community, in the face of the fact that, from the standpoint of public health, it would be more effective to force children to come to school clean than to send them out of the school filthy.

Bodily cleanliness, to be sure, can be more certainly brought about in the school bath, spectacles more promptly furnished by school opticians and teeth more regularly treated by school dentists, with apparently little direct interference with the personal rights of the parent, and on the same political ground upon which the community furnished free text books, free stationery and free tuition. But since hygienic habits, like all others, are more likely to be special than general, they should be associated not with the school, where children temporarily study, but with the incidents and routine of ordinary domestic life. After school days are over, it is the home which must provide the bath, and the eye-glasses, prevent the toothache and furnish wholesome food. If the home is compelled to get the habit of performing these activities for the school, it is more likely to continue them for its own sake than if the school performs them for the home.

The invasion of personal liberty involved in such compulsion is more apparent than real. The true menace to individualism lies in the ever lessening sense of individual responsibility with the growth of individual rights and privileges. Freedom, educational, political or religious, which fails to emphasize personal duty cannot long endure, while the dangers of communism and paternalism, greater at present, perhaps, in education than in industry or politics, are largely removed if with them a strong sense of individual responsibility can continue to co-exist. Hygienic duty, compelled by law until it becomes habitual will soon be compelled by habit alone, and ultimately, through the intelligent mastery of hygiene, habitual activity may be made voluntary or at least conscious. It is truth that makes us free.

## Hygienic Activities of the School.

Comparatively few habits, however, that tend to public health, are so necessary to the efficiency of public education, or violated so conspicuously, that they fall within the province of teachers and medical inspectors and so can be compelled by law. It is mainly upon the activities of the school itself and the extent to which they are immediately brought to bear upon those of the home, that the formation of healthful habits depends.

The school must be hygienic, as well as the pupil, and the pupils conscious of the means by which it is made so. Time should be repeatedly taken in the recitation period in hygiene to call attention to any unhygienic conditions in the school building or its environment.





The flooding of the school room with sunshine and fresh air, the dusting of a desk or picture frame, the removal of litter from the school yard or the streets adjoining the school—in short, every precaution necessary to keep things clean and wholesome in the school that should be kept clean and wholesome about the home—should be taken again and again by pupils, conscious of hygienic intent. If the janitor is careless or inefficient, or the janitorial force inadequate, a sure remedy will be the public sentiment awakened by a critical school community. Juvenile associations, such as the League of Good Citizenship, are helpful where they exist. The only thing wrong about them is that they are voluntary, occasional and evanescent, and do not necessarily include every teacher and every pupil in their membership. The more of them the better, on account of the fact that they link a part of the community—usually the organized community—with an important phase of school work and furnish an additional stimulus to action.

Organized play, physical training, the school garden, vocal music, reading and elocution, all should be utilized as means to hygienic improvement, and the pupils made to realize their bearing upon health. But hygienic habits must themselves be a main end in formal school work, and not incidental to work having more direct ends of its own.

Frequent use should be made of the simpler tests for impurities in foods, continual reports should be given by pupils assigned to note the result of prosecutions for the violation of the pure food law, the progress of the movement for the extermination of tuberculosis and the hygienic data in current topics, such as the rapid spread of cholera due to the unsanitary conditions of St. Petersburg.

#### Personal and Home Activities.

All the personal activities of the children in the school should be healthful at every point. The conditions necessary to the avoidance of eye-strain and spinal curvature should be kept in the minds of the pupils, and bad lighting, poor ventilation, insufficient air space and uncomfortable furniture repeatedly noted and criticised as certainly as right conditions are praised. In short, from the standpoint of health, the school building and school life should not only be models for the home, but models of which the pupils are systematically and continually made aware.

Granted this, there remains the great mass of activities external to the school and not within the control of law, that will be unhygienically performed by perhaps the majority of individuals, if not made habitually healthful through the school. Sleeping in rooms full of fresh air, the proper cleansing of the throat and nasal passages, temperance in diet, the use of toothbrush and dental floss and glyco-thymoline, listerine and other scientific substitutes for hoarhound or brimstone and treacle, while personal or domestic activities, fall within the province of the school, not merely from the fact that the home cannot establish the relationship which should exist between school knowledge and home habits, but because the majority of homes are ignorant of hygiene, or fail to make hygienic practices habitual.

At first thought, the school has few means of influencing activities external to it. Statistical inquiries, personally made by the teacher, and frequently repeated, concerning the number of pupils who practice this healthful habit or that, are strong in suggestion and often show steady improvement in individual practice. Ultimately, however, the most potent means to this end will be domestic science and the school nurse. The scope of domestic science must come to include every phase of domestic hygiene, while the school nurse, intimately con-

nected with all hygienic teaching of the school, can associate, as the nurse sent to the home from hospital or philanthropic organization can not, the reforms in home practice with the hygienic knowledge and habits being gained by the children of the home in school.

If hygiene is a habit, healthful activities must be continually and, at first, consciously repeated. If the knowledge which justifies them and makes them intelligent is to serve as one of the mass of incentives which make their operation more certain, it must again and again be associated with them.

With the function of hygienic knowledge thus definitely indicated, it follows that its quantity must be greatly limited, in order that time may be found in the recitation period both for the direct or indirect formation of hygienic habits, and the continual repetition of related knowledge in connection with them.

#### All Physiological Knowledge Not Desirable.

Now, all physiological knowledge is not hygienic. In what makes for health, as in what furthers all other phases of the educational aim, the material of instruction has been selected with a view to quantitative completeness, rather than to discrimination between the directly useful and what can be useful only through the specialist. The selection of subject matter has been based upon the relative worth of each branch of study taken as a whole. Physiology is useful, therefore the more of it the better.

In place of selecting from within it the knowledge most useful in the formation of right habits, the makers of text-books have analyzed it into its elements and sought to present it as completely as it is within the ability of the students to comprehend it. The mastery of each additional detail, it is assumed, carries with it more intelligent knowledge of a useful whole. Therefore, so far as age and intelligence permit, the science must be possessed in its entirety. So O. Henry, in his "Voice of the City," finds the recollection of early school work more readily recallable to be that "the shin bone is the longest bone in the human body." Children breathing through their mouths the vitiated air of an ill-ventilated and dusty school room, are required to fully describe the veins, arteries and valves involved in the circulation of the blood and drilled in gruesome detail upon skinless manikins and charts of organs which nature has more mercifully hidden from their view.

If the teacher is energetic and specially trained—the happy product of departmental work in the grammar school—they may have all the profit that comes from squeezing the vitreous humor from an ox's eye or assisting in the dissection of a dead cat. As W. H. Payne and others have pointed out in their criticism of Mr. Spencer, sharp distinction must be drawn between knowledge indirectly useful to the race through the specialist and knowledge directly useful to the majority of individuals, not specialists.

The physician must know the human skeleton and nervous system in the utmost detail in order to definitely locate the seat of breaks, or inflammation, indeed as the basis for associating in natural and vital contiguity a great mass of professional knowledge. But of what use to the layman is the location of the striated body or the naming of the hammer and anvil bones. The most general sort of knowledge of the body as a whole is all that is necessary to adequate comprehension of the rationale of healthy living. Its structure, as known to us externally and through every-day experience, is sufficient for the location and association of such hygienic data as is useful to the mass.

#### Topics That Should Be Taught.

The cellular structure of the body, as bearing upon exercise and exhaustion; the rapid multiplication of microbes and bacteria in relation to antiseptic and prophylactic treatment; the menace of cats, house flies and mosquitoes and the quick souring of cool milk; precautions necessary to the prevention of the spread of tuberculosis; oxygen as a purifier of the blood; the cubic air space that should be allowed for each individual indoors; the principles of ventilation; the general function of heart, lungs, arteries and veins without regard to particular valves and venas; the relation of crookedness, decay and absence of first and second teeth to digestion and the precautions necessary to protect their enamel; tests for common food adulterants and the laws regarding pure foods and public health in general; the relation of over-feeding and over-exercise to mental torpidity; marked symptoms of dangerous diseases for which a physician is needed; the usual remedies for familiar forms of sickness commonly given home treatment; all prophylactic precautions possible to the masses—if these and other facts directly bearing upon healthy habits are associated with them through continual repetition and persistent practice, little time will remain in the elementary school for the details necessary to the mastery of physiology as a science.

Since hygiene means habit, the general basis for the grouping of hygienic data should not be anatomical and physiological structure, but the activities that make for health, whether they are personal, social or political. For example, all useful knowledge bearing upon the circulation of the blood should not be centered about the heart and lungs, but rather all facts likely to serve as a stimulus to the breathing of fresh air should be grouped together, or all that tend to result in cleanliness of person and environment.

#### Related Subject Matter Useful.

As no little material useful from the standpoint of health is found outside the realm of physiology, this grouping makes possible a correlation far more effective than the mere relating of physiological subject matter to that of history or arithmetic. From the standpoint of history, for example, the Black Death can be usefully related to the betterment of labor conditions that follows it and results from it. From the standpoint of hygiene, it can be related to the filth of oriental cities, the extermination of yellow fever in Havana, Col. Waring's campaign in New York City, the proper collection of local refuse and the cleaning of school room and school yard. Details, whatever the branch of knowledge from which they are drawn, which really serve as incentives to a particular hygienic activity, if grouped together, will, as they accumulate, gradually increase in their power as a stimulus until, if continually repeated in connection with the exercise of the activity itself, they become the well nigh irresistible cause of a certain and permanent habit.

Their effectiveness can be still further increased through the use of impressive forms of presentation. It is unfortunate that the hygienic has been rarely given emotional form of expression. Physiology is not poetical, odes to the lungs and the liver do not figure among the gems of literature. The various organs may all be too vividly pictured, but the impression, while permanent, does not make for health. A drinking song, with its rollicking measures, has more in it to stir the blood than such melancholy ballads as "I Have Drunk My Last Glass, Boys, I Have Drunk My Last Glass." A charming literature has grown up about the pipe, but what is most classical has all too little associated itself with temperance in diet. To be sure, fiction gives us charming pictures of clean

(Concluded on Page 23)



# The Kindergarten From a Sociological Viewpoint

By CAROLINE W. BARBOUR, Superior, Wis.

In presenting a paper under such a title there has been no intent to lay claim to name or fame of being a sociologist, save as all of us, who are students of the beginnings of child life, enter some little way into all kinds of "ologies," sciences and research work. To treat child life in the large, to see it in relation to all life, to nature and to society, we must of necessity take the point of view of the sociologist.

According to psychology, early child life falls easily into two distinct epochs or periods: early infancy or babyhood; and later infancy or childhood. The first, or co-ordinating period, is, as you know, a period for the infant becoming acquainted with his body, of establishing connections. As O'Shea puts it, "Although the child comes among us fitted out with an elaborate kit of tools, he is entirely lacking in the knowledge of how to use them." So it is an era of apprenticeship, as it were, for the little human soul, in which it is his chief business to master the tools of his trade, to learn to use eyes, ears, tongue, hands and feet, and correlate them with brain and nerve centers. The dominant instincts are those of self-mastery (in a bodily sense) and self-preservation. The growing baby has time for little else outside the circle of his immediate and natural demands.

But we see a great change as the second, or play-period comes on. Now the child has sufficiently trained his body, and is sufficiently at home in it, so to speak, through his reflex and instinctive training, as to be ready to make use of it out in the world. He begins real play, plays which are less experimental in type, more imitative and social. As Dr. Dewey illustrates, the baby is no longer satisfied with just rattling or turning a door knob; he wishes to turn it to go out—to put it to use—in other words. There is a growing interest in, and need for someone else to play with, even to the extreme in some three and four year olds of the "invisible playmate," so often discussed. The child's instinct to relieve race experience, the recapitulation theory of play, is illustrated in his early activities of digging and delving, of making mud pies and constructing. The tendency to run away, even as Miss Dopp points out, is a desire to investigate and explore his environment.

## The Kindergarten Age.

The stage at which the kindergarten begins, and through which it lasts, from four to six, is in the heart of the play-period, and it meets the child's need at this first great outgoing era, the first real desire for group life larger than his family, and for environment greater than his home. And the child who enters the kindergarten is at once involved in relationships which are purely social and which he has never consciously come up against before; that is, his relations to a group, and their relation to him as an individual. The bewilderment of the child's mind in this first experience is often shown in his "Why, don't you know my Uncle John?" Or, the trouble he so often has in distinguishing between the things he may take home as the fruits of his own labor, and those which are a part of the common property of the group.

One of the chief reasons for kindergarten, and its chief value, looked at in a large social way, is that it affords a field for action—the right kind of opportunity at the "psychological moment"—for the gradual insertion of group relations, group ideals, and group-discipline into the lives of children hitherto self-centered.

Any kindergarten, therefore, which by its catering to caprice or self-will, permits lawlessness and disobedience to develop under the guise of "freedom" is losing its largest opportunity for training the "citizen-child" and violating its most fundamental principles.

Generally speaking, the transition between home and regular school work, without the interposition of the kindergarten stage, is too abrupt. That this is felt broadcast, witness the continued effort, the best thought and study of primary teachers and students of education at large, to find ways to keep a balance between the natural freedom of home life and the necessary restraint of the school-room. Modified curriculum, variety, games and manual activities all have their share in helping to adjust the individual to his new environment, and are more and more considered as a necessary part of that environment. But, with it all, certain fixed steps must be covered, as a matter of course, and certain definite preparation in knowledge getting in relation to the next grade.

## "Business" of the Kindergarten.

While, on the other hand, the business of the kindergarten is development, not instruction, as Susan Blow so trenchantly puts it, "the kindergarten," says Kirkpatrick, "offers the child experience instead of instruction; life instead of learning; a miniature world where he lives, grows, expands and learns." Character building is becoming more and more the aim of school education, but it has always been the dominant ideal in the kindergarten. The aim of both kindergarten and primary today may be said to be one, save that the kindergarten uses materials and methods which are adapted to children of its stage of development.

Allin says "that the latent inherited social traits and characteristics will not make their appearance in the individual's life except in an environment that will call them forth." How does the kindergarten meet this claim of affording the child his earliest basis for, or bias toward, the social life of his fellows? "The most fundamental steps," according to Miss Dopp, "in the establishment of community life have been those of establishing helpful relations with one's environment. How to come into sympathetic relations with the earth and its raw materials, how to establish helpful relations with neighboring peoples, are problems that all peoples who have advanced have had to face." From both these sociologists' point of view, proper environment is the first essential in social training.

## The Two Problems.

Two problems are suggested: Sympathetic relations with the earth and its raw materials. The child under good conditions begins this at home by first-hand contact with nature, sand, leaves, water, mud, grass, etc. This is furthered in kindergarten by nature observations, relation of the seasons to work at home and around him, by care of plants and animals, and by decorative uses of many kinds of nature materials. The constructive uses of wood, cardboard and other materials help out the solution of this problem, for, as Dr. Harris says, "He learns through play to recognize the potency of those 'lords of life' (as Emerson says) which weave the tissue of human experiences—volition, making and unmaking, obstinacy of material, the magic of contrivance, the lordly might of perseverance that can en-

force the moments by the hours." The only individual who adds any modicum of force to the group is the individual who has power, will and earnestness.

The second problem suggested is that of establishing helpful relations with one's neighbors. The saying that the kindergarten is a microcosm—a miniature world—is a very true one, for there the child for the first time is with a group of his own kind, his own level of experience, and only in contact with fellows of a kind—a community, in other words, can community feeling be developed. Hence, the great value of giving children this opportunity of living with their equals that out of the little issues "fraught with meaning," of their little world, shall grow sympathy, co-operation and consideration.

## Organization Exemplified.

But to come to practical detail, let us analyze the kindergarten program for its sociological bearing: 1. *General management*, as shown through effort to keep a balance between the group interests, and the interests of the individuals who are the units of the group. The circle, alone, initiates the child at once into a group-idea. In organizing, to let the children find the circle, and find out why we have a circle, so that all may see and enjoy what is going on in the center, or that all may have room to place chairs comfortably, is a direct introduction into their new conditions where many are considered instead of one. While the circle may no longer have its impractical symbolic meaning of unity, it certainly has from primitive times been the practical symbol of organization (illustrated by missionaries and American Indian tribes). The change from the more formal circle to the informal group gathered around the piano for a song, or the teacher's class for a story, brings constant opportunities for courtesy and consideration. Table work divides large groups into small ones, where individualism is stimulated through suggestion or imitation to work out ideas further than they could possibly have been carried alone. And the periods of free play, which ought to be more frequent than they are, offer opportunities for exploiting and investigating "raw materials" in an experimental fashion, necessary to individual development.

2. *Conversation or language development.* "The language instinct is the simplest form of social expression of the child, hence it is a great, perhaps the greatest, of all educational resources." It is well for us to realize, as vividly as Dr. Dewey puts it, the extreme importance of language as an aid to self-expression at this period. Talking together as they work and play, children gain in power and versatility of language. Vocabulary is enriched through song, story and poem, and grammatical construction is skillfully won out of the chaos of baby methods, not by direct teaching, but by social imitation—"This is the way we say it." "No, big people say, 'Jimmie and I went wading.'"

## Function of Stories and Games.

3. Then in the story itself no better epitome of the group, the traditional primitive group, could be given than the picture of a cluster of children gathered about the story teller, each one moved by a common interest, and perhaps, being led to increase that interest by individual contribution in retelling, or in dramatizing it.

(Concluded on Page 20.)



# School Room Hygiene

## Results of Visiting Nurses' Work.

The necessity of visiting school nurses to co-operate with and follow up the work of the examining physicians is illustrated in an experiment made in New York city about a year ago. Four hundred and thirty-five cases in one school district were studied. It was found that in 23 instances the children with physical defects were looked after by the parents even before the school physician's card reached the parents, the children having themselves reported what was found by the examiners. It was further learned that directly after the examiner's notice had been sent to parents, 103 defective children were promptly attended to. In 309 cases, however, the nurses calling at the homes learned that the parents were entirely indifferent. Then followed a season of persuasion in every instance. Later, it was ascertained that 165 children were attended to after this first visit of the nurses; that after a second visit, 106 more were looked after; while after a third visit of the nurses, the number of children attended to was increased by 38.

Nothing could show more clearly that without intelligent "follow-up" work medical inspection leads only to partial results. In this experiment it was shown that 5 per cent of the children had their defects removed without any notification or urging at all, only 24 per cent received attention after the school physician's first notice was sent, while in 71 per cent of the cases it took one, two or three visits of the school nurses to bring results.

## A Program of Hygiene.

William H. Allen, secretary of the bureau of municipal research, in a recent number of the North American Review, enumerates ten steps for the protection and physical welfare of school children, which constitutes a program that is immediately practicable in all states. They are as follows:

1. A thorough physical examination of all children of all schools, public, parochial and private.
2. Notification of parents and family physicians as to children's needs. That tens of thousands of records of defects piled up at health headquarters do not help children has been conclusively proved in New York.
3. "Follow up" notices with visits to inform and persuade parents to correct defects and to remove their causes.
4. Enforcement of existing laws and securing proper authority, where this is now lacking, to compel obstinate parents to take necessary steps.
5. Periodic re-examination of school children during school life.
6. Physical examination of children when applying for work certificates.
7. Use of information gained regarding physical effects of bad living conditions to secure enforcement of health and tenement laws, restriction of hours of labor, control of dangerous trades, prevention of child labor.
8. School buildings and school curriculum should be so constructed and so managed that they cannot themselves either produce or aggravate physical defects.
9. The effect of school environment and school requirements upon the child should be constantly studied. Teachers should be examined and re-examined for their vitality, which exercises an important influence upon that of the pupil.

10. Hygiene should be so taught that children will learn their health rights and how to maintain them.

## Functions of School Nurses.

Supt. A. H. Yoder of Tacoma, Wash., has urged the appointment of two school nurses to work in the schools. In discussing their work he recently said:

"The nurses have three lines of work, and in each, they come directly in contact with the children in school and their home life, resulting in a great deal of benefit in the general health of the children.

"Each nurse makes regular visits to the schools. She carries with her a few simple remedies, and the principal sends to a room set aside for her any children that are ailing. Such troubles as itch, ring worm, sore eyes and chronic headache are treated, or the children are told what to do. Incipient infectious diseases are looked after, and in such cases the parents of the children in need of care are notified.

"Another part of the nurse's duties is in giving plain talks to the children of the upper grades concerning the care of the body, first aid to the injured, and other hygienic measures. These are given in a plain, simple way, and are usually accompanied with illustrations.

"The nurse also goes into the homes of sick children where the families are not able to give the children the best attention. Her time does not permit her to nurse children at home, but she puts the room in order, makes the patients comfortable and helps the mothers to handle the cases. She acts in an advisory spirit only."

## Safeguards in New Haven.

New Haven, Conn. The safeguards which are thrown about children in the public schools are thus described by Supt. F. H. Beede:

1. Children having contagious diseases, others in the same family, and those living in the same house must remain out of school until given permission by the health officer to return.
2. All books and school material used by a child after the beginning of a contagious disease are promptly burned.
3. Schoolrooms in which there have been cases of contagious diseases are closed and thoroughly fumigated if this is regarded necessary by the health officer.
4. School physicians—local practicing physicians—are at their offices ready to respond to school calls every morning, if summoned by the school principal, to decide such cases as the teacher does not feel competent to pass judgment upon. If the physician finds it necessary, he immediately dismisses the child temporarily from school. Bi-weekly visits are also made by the school physicians to every school building for purposes of general inspection and consultation.
5. A school nurse spends all her time in school assisting the physicians, treating simple cases and visiting the home to give parents necessary information about treatment to be continued there.
6. The newer school buildings and many old ones are provided with the best systems of practical ventilation by which schoolroom air is constantly being forced out and fresh air constantly forced in.
7. Drinking fountains are being installed, in increasing numbers, in our schools and drinking cups are being abandoned.

8. Paper towels are replacing the cloth towel. These paper towels are each used once by the child and then destroyed.

A valuable contribution to the literature of school hygiene has been printed by the Massachusetts state board of education. It is a pamphlet on the causes, cure and prevention of tuberculosis among school children. The authors are well known authorities on the subject. Fresh air, sunlight, good food, dryness, care in destroying sputum of consumptives, bathing, etc., are mentioned for the benefit of students. Special directions for teachers are given to enable them to detect the presence of the disease.

About 700 children were excluded from the Chicago public and parochial schools during the first week of the new school year, on account of infectious ailments. These exclusions are the result of the superficial inspections by the 100 medical inspectors for contagious diseases, but the health officials asserted that the large number sent home does not indicate an epidemic in any disease.

The source of greatest trouble was found to be parasitic, about one-third of the pupils excluded being victims of that affliction. Complete physical examinations of all children have been begun.

Lincoln, Neb. The board of education has passed a new set of rules for enforcing the quarantine of children who have been infected with contagious diseases.

The rules read: "1. The diseases recognized by the board of health as quarantinable are smallpox, scarlet fever, diphtheria and membranous croup.

"a. Pupils infected with any of these diseases are required to be subjected at once to quarantine regulations.

"b. In the case of pupils who have been excluded from school because of infection from any of the above diseases, whenever, in the judgment of the attending physician, all danger of contagion has passed, he shall so certify to the board of health in writing. The health officers may then release the pupil or pupils from quarantine, and furnish him or them a certificate from the board of health stating when such quarantine was removed, and the time when he or they may safely be re-admitted to school; no pupil thus infected shall be allowed to return without such certificate.

"Under the regulations of the board of health, pupils released from quarantine for smallpox, diphtheria and membranous croup cannot be re-admitted to school until fourteen days after the removal of the quarantine, and for scarlet fever thirty days.

"2. Pupils excluded from school because of contagious diseases other than those named above, including measles, whooping cough, mumps and chicken pox, may be re-admitted to school on the presentation of a certificate from a legally qualified physician, or from the board of health, stating that all danger of contagion has passed.

"3. Pupils who have been excluded from school because of exposure to any of the above named diseases shall be required to remain at home for such a length of time as the medical inspector shall deem sufficient to guard against all danger of contagion, and may be re-admitted whenever, in the judgment of the medical inspector, danger of contagion has passed."

El Paso, Tex. Teachers who are associated with children afflicted with infectious diseases are required to submit to a physical examination every three months. The school physician desires to guard against infection from tubercular or other infectious sickness.

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# PROBLEMS OF SECONDARY EDUCATION

By Supt. A. F. DOWNES, Harrisburg, Pa.

"I am convinced that one of the greatest problems of secondary education in Pennsylvania, indeed, in the whole country, for that matter, is that of securing a more reasonably and satisfactory adjustment between high school courses of study and college entrance requirements. It ought to be an easy, natural and common step from the high school to the college. Instead, it seems to be growing increasingly difficult to make this step each year, as the requirements for college admission tighten. The present step is not based on the soundest principles of pedagogy, and therefore is not natural. Furthermore, the gap narrows and widens according to the varying courses of study in the high schools and the varying admission requirements of the colleges, thus making it necessary to bridge it by a stride in some cases and a leap in others, rather than by a common step as should be the case.

"In the first place, it would seem that we surely must have reached a time when the colleges should call a halt. The entrance requirements have been growing increasingly severe for the last quarter of a century, until it has come to a point where to meet this whimsical dictation we are endangering the democracy of the public schools. A course of study that prepares best for life should be adequate, with slight modification, to prepare for college, and it would be adequate if our colleges would modernize their courses sufficiently to touch actual life at more points. We have gotten to a point where, on account of the increasing demands from above, our high schools are forced to plan their curricula in conformity to these demands, in spite of the higher life interests of the great majority of students who never enter the college doors. We make an effort to differentiate our courses to suit both those who intend going to college and those who do not; but here we are confronted with the fact that we have neither the funds nor facilities for doing this properly, and also with the unfortunate condition of having prepared for college numbers of boys and girls who had hoped to get to college, but who now, for one reason or another, find a college course impossible, and find themselves actually prepared for nothing definite.

"The first duty of secondary schools, in this connection, it seems to me, is to bring about a greater measure of uniformity in the course of study than at present, both as to quality and quantity, and, this accomplished, their second duty, if the colleges continue to refuse to come down to life and to the people, is to take a strong stand and positively refuse longer to submit to this dictation on the part of educational aristocracy.

"Again, our present educational scheme in academic high schools is unreasonable and unscientific. We are criticised by the college authorities because our students lack preparation—because they lack brains; and yet these same authorities assume to dictate just what our students must do to supply these brains. They say to the student, 'You must read a certain number of books of Caesar, a certain number of orations of Cicero, and a certain number of books of Virgil, and you must present so many pages and periods and years of Latin prose.' In some cases they actually refuse admission to the entrance examination until a certificate is filed from the school authorities showing that all this work has been covered. This idea that 'page-covering' is synonymous with 'brain-making' is false. One of the causes for poor preparation on the part of our students is this 'page-

covering.' We hurry them over the four years of the high school, covering pages at the silent dictation of the college, and do not give them time to settle down and think. If we could take the time to cover one oration of Cicero well, giving the student a thorough groundwork in the important Latin construction found in this author, he would acquire more Latin and develop more brain cells than he would in covering the usual six orations in haphazard fashion. It is the same with the German and French. It is the same with the English requirements. The demand is for pages read—for ground covered. In geometry we face a like condition. We are not permitted to develop brains. We are not given time to do this. We are required to cover pages and orations and books, though all the while we know this is inconsistent with brain-making.

"At a recent educational convention a very prominent educator, if correctly reported, declared he would not permit the Angel Gabriel to waste his time in his institution if he could not pass the entrance examination. At the same time he said, 'We all know that the children in the past two decades in our schools have not been educated. With all our training we have trained nobody. With all our instructing, we have instructed nobody. Information is not education.' I submit that this state of affairs, if it actually exists, is due largely to the great iron fence that has been thrown around the colleges by the college authorities themselves, making it necessary in preparing for entrance to cover pages rather than giving the student the opportunity to develop the power to think and to do. Page-covering and brain-making are inconsistencies. The learned gentleman is right in his assertion that 'information is not education.' I do not plead for less time in preparation. The time to prepare is none too long, but what we want and must have is more time to think. We want more intention and less extension.

"But I have intimated not only that the step from the secondary school to the college should be easy and natural, but that the breach to be spanned should not vary in length. Our four-year high school courses have come to vary considerably in subject matter, to say nothing of thoroughness, the country over, and when we examine the various entrance requirements of the different colleges, we are fortunate if we find here any two sets of requirements agree-

ing. One will lay greater stress upon English, another on Latin, another on mathematics, and so on. Some colleges require two years of German or French, and others three. Some allow substitutions within prescribed limitations, and others adhere rigidly to the letter of a fixed requirement. There ought to be an adjustment, both on the part of the secondary school and the college. The graduation from the lower class of instruction to the higher should be just as natural and easy as it is in the lower schools from one grade to the next. Adequate high school inspection by the state will eventually help to solve the high school side of this question. The colleges should solve their side of it by getting together and bringing about reasonable uniformity for entrance."—Report.

## RULES AND REGULATIONS.

Providence, R. I. A rule has been adopted by the school board taking from the superintendent of schools the sole right to select textbooks. A committee of three primary principals and four grammar principals is created to act in conjunction with the superintendent. The recommendations of both the committee and of the superintendent may be rejected by the board if it desires. In the past the superintendent's choice was final.

Santa Rosa, Cal. The school board has passed a rule denying all privileges of the high school except class attendance to members of secret organizations. The rule will be effective January 1, 1909.

Monroe, Mich. Hazing has been prohibited by a rule of the board. The penalty is suspension.

Anniston, Ala. The county board of education has adopted a rule that pupils and teachers who are addicted to the cigarette habit be excluded from the schools. The use of tobacco on the school premises is also forbidden.

Memphis, Tenn. The county board of education has passed a resolution providing that every teacher and principal who takes unauthorized leave of absence from duty shall consider her resignation as accepted by the board. Another teacher will be selected as soon as the fact becomes officially known by the board.

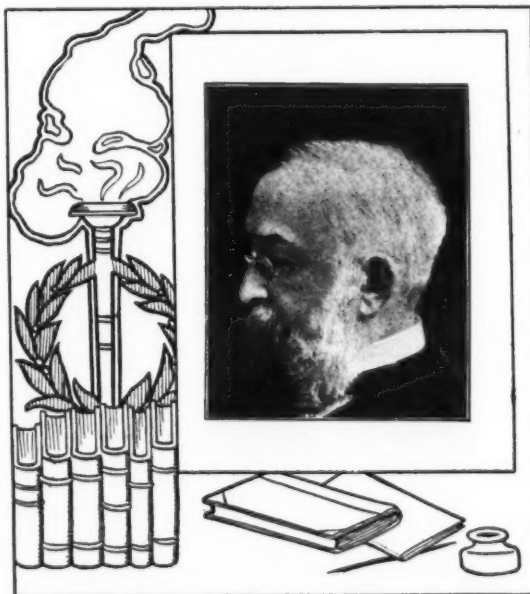
An exception is made where illness or distress in the family of a teacher calls for the absence of the teacher, but in such cases the teacher is expected to notify the board immediately of the holiday and her reason for taking it.

Under a new rule of the Milwaukee school board high school students will not be permitted to join secret organizations.

## DR. DANIEL COIT GILMAN.

The death of Daniel Coit Gilman, which occurred on October 13, removes from the educational life of the United States one of the most useful and successful college educators. Dr. Gilman is best known for the work he performed in raising Johns Hopkins University of Baltimore to the pre-eminent position which it occupies.

Dr. Gilman was professor at Yale University from 1855 to 1872; then he became president of the University of California; and in 1875 he took up the presidency of Johns Hopkins, which he held for twenty-five years. Since then he has rendered many honorable and important public services, as president of the Carnegie Institute, of the National Civil Service Reform League, of the American Oriental Society, etc. He was for a number of years an active member and later president of the Baltimore school board. Dr. Gilman's published writings include books, addresses and magazine articles on educational and scientific subjects.



THE LATE DANIEL COIT GILMAN



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## CHICAGO'S HUNGRY CHILDREN.

The report of Supt. Bodine of the Compulsory Education Department of Chicago last month startled the public and brought before the school authorities a problem which will prove annoying and difficult of solution. Mr. Bodine declared that there are five thousand children who come to their classes daily without a proper and sufficient breakfast, and that at least ten thousand more suffer from malnutrition or are habitually underfed.

A careful and thorough investigation is now being made by nurses and physicians, and it is stated that the numbers given by Mr. Bodine will probably be reduced to a considerable extent.

The Chicago situation demonstrates the necessity for a more general introduction of medical inspection and the employment of school nurses. The child who is habitually underfed or is suffering from an unsuited diet constitutes a distinct menace to the school in which he is present. It is but natural that his mental vigor is impaired and that his physical condition is indicative of his character and disposition.

The present situation has shown one fact: the public school is and must be a means of discovering destitution among school children when and where the ordinary civic and charitable organizations cannot penetrate. When a child is sent to school in a famished condition, there must be extreme poverty in the home affecting younger or older children who are not in the school; when a child shows signs of malnutrition, there usually are unsanitary and neglected conditions in the home. The remedy then must be applied in the home and lies outside the province of the school.

To feed children in the school would seem at the first glance to be a simple solution of this difficult problem. Organized charitable workers say, however, that the effects of such school feeding would result in a pauperization of the schools. The effect upon the children themselves would be distinctly bad and would crush out independence and self-reliance. The children would be subjected to the jibes and sneers of their companions. The impression that the world owes them a living would be formed from the earliest time of childhood.

The problem is, as we have stated, distinctly a problem of the home, and must be worked out through agencies which work in the home. The school is and must be interested only in searching out cases and bringing them to the attention of those who will care for them. If these agencies fail, then the school, for its own self-preservation, should act. But, until then, it must simply make them known.

## COUNTY SCHOOL BOARDS.

Simultaneously, there is an independent movement in a number of states for the establishment of county boards of education. The object in view is the simplification and unification of the control of the district schools for greater economy and efficiency in administration. The plans advanced vary in detail according to local conditions and previous methods. The Iowa plan, described some months ago in the Journal, is typical and will give any interested reader a good idea of the organization proposed.

The inequalities and financial difficulties of district schools have been one of the greatest bars to the progress of the entire country school system. Children living within a few miles of each other are schooled in buildings that border on the extremes of poverty and wasteful prodigality. Terms may vary from five to nine months. Teachers have from the lowest to the highest grade of certificates and receive salaries that range from the starvation point to some which equal the city schedules. These faults of the district schools are inherent to the system, though often, but not always, due to causes beyond the control of the local school officers.

A county board is hampered by no such difficulties. With a professional superintendent as its executive officer, it can level up all the schools of a county and remove the injustices and deficiencies without any of that fierce opposition that must be met in a conservative or penurious district.

The greatest argument in favor of the county system of school organization is that of economy—efficient economy. Without efficiency economy destroys its own ends. City school systems could not continue to exist if they were not by the nature of their organization and management most economical. Their superiority is due to this very economy in teaching methods and supervision; in erecting buildings and conducting the same, in buying books and supplies—in brief, directing every effort to achieve the greatest results with the least expenditure of money and effort.

So also the county board systematizes teaching, lengthens terms and improves supervision; it raises the character of buildings and grounds; it readily consolidates or centralizes districts; it eliminates wastefulness in the purchase of furniture, supplies and books.

The county board system has produced excellent results where fully tried. No state which has it would return to the township or district plan. It has the further advantage of bringing the rural schools closer to the state department of education and thus making progress state wide.

## THE TEXT BOOK COMMITTEE.

One of the most important committees of a school board is the text book committee. Its duties require men of discriminating judgment, who will not only accept the recommendations of the superintendent and his assistants, but also carefully weigh a question and then judge for themselves.

It is in the nature of things for teachers and principals to have a choice in the selection of their tools in order to achieve the best results. Their opinions should always have great weight and should, under all ordinary conditions, be accepted.

But the text book committee should not be a dormant body which takes as final every recommendation of the professional factors. The board and the committee are responsible to the people for the books selected and will be held accountable for their action.

Such a condition as has been alleged to exist in the Minneapolis board cannot exist where the text book committee is alive to its duty and the responsibility which it has. No committee should lay itself open to the charge of leaving the selection of books to the superintendent and one of its members without any scrutiny.

A committee which acts honestly and fearlessly in the interest of the children will make impossible the undue interference of book publishers.

## BETTER SCHOOLS.

The advance in school architecture during the past decade has been wonderful. The planning of schools has become a highly specialized branch of the architect's profession and has called forth the best efforts of leading men. Within certain undefined limits general standards have been worked out, which have revolutionized the arrangement of lighting, heating and sanitation of buildings devoted to educational purposes.

But, have these standards been tried out sufficiently to deserve the name of standards? Are they not largely experimental? And are they not deserving of further and deeper study? We think so.

There are wide differences of opinion in the question of lighting. There is a well accepted practice among certain school architects that lighting should come from one side only. Others prefer the bilateral system. Some urge that the windows be spaced so that the light is broken up. Still others prefer that it come in an unbroken mass. Which are correct?

In the matter of heating and ventilation there is also wide room for discussion. Shall the direct system of heating be used; shall all heat be supplied through the ventilating shaft; or should both systems be combined? The economy of "natural ventilation" is ably disputed by exponents of the mechanical or blower system.

Similarly, there are wide differences of opinion as to the most advantageous placing of assembly rooms, of the size and disposition of cloak rooms, etc.

What should the layman, the school board member do in judging a set of plans, when there appears to be so much difference of opinion? How can he determine the best, the most economical?

We believe that there is a large field for the study of problems connected with the building of public schoolhouses that are worthy of the best efforts of the best architects and sanitary engineers. The schoolmaster and the school physician can contribute in a large measure to the solution of these problems. They must take the initiative, and in them must be the final judgment of the correctness of the solutions. Research work such as the Boston School Commission has been doing during the past few years deserves emulation in all parts of the country. The minimum requirements should be enacted into law.



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The Postoffice will Teach Children How to Address Mail.



After the Hazing Season is Over.



Los Angeles to Use License Money for Night Schools.

### TEACHERS' PENSIONS.

The law passed by the Massachusetts legislature for the pensioning of teachers is being widely discussed by the educators of the Bay state. That there is no unanimity among them concerning the wisdom of the law is apparent from expressions of a considerable number who have come out in the press.

The state board of education is urging the acceptance of the law because it sees a widespread necessity for it among the teachers of the state. The good which will accrue to the public school system through the retirement of superannuated teachers is being urged in a manner that leads the observer to conclude that the board finds in them a positive detriment to the schools at the present time.

A Boston daily, in discussing the new law, says very aptly:

"The problem of superannuation in the teaching corps is pressing strongly for the establishment of pensions. Educators, looking at the problem from the standpoint of the welfare of the schools, urge the necessity of the retirement of veteran teachers and the infusion of new blood into the school system. Popular sentiment, regarding the situation from the humanitarian point of view, hesitates at compulsory retirement, without some form of compensation, of those who have served the public faithfully. Taxpayers, burdened with constantly increasing taxes, look with doubt upon a system of civil pensions which will mean additional expense for the public budget. The solution of the problem

is not easily determined. Some steps have been taken already in the direction of a civil pension list. Boston retires its firemen and policemen. The question of retirement and pensions in these departments will come before other cities this fall under conditions similar to those applying to the teachers. If firemen and policemen are to be pensioned, why not the public school teachers? The question is not readily answered. But if firemen, policemen and teachers are pensioned, why not other city employees? The answer to this question is also difficult. And the rapid progress of pension schemes in old world countries, finally broadening into universal pension schemes, is a warning that compels consideration in this country. In Washington, where superannuation among government employes has been for years a problem of increasing importance, compulsory self-insurance against old age retirement has been suggested. Even this is opposed by some as a step toward the ultimate assumption of the premium payments by the government, or their virtual absorption into wages and salaries. The problem of civil pensions differs only in its scope from the problem of old age pensions. The vital question is whether or not the responsibility for the period of old age and superannuation rests upon the individual or upon society. Shall prudence, economy and forethought be regarded as virtues essential to individual comfort, or shall society attempt to provide a substitute for them? It is to be borne in mind that, if the individual is held responsible,

society must see to it that the individual is so compensated for his labor that he has the opportunity to practice the virtues of prudence and forethought in making provision for his time of retirement. The civil pension problem is many sided and people find it difficult to be consistent in their sentiment on all of its many phases."

**PARENTS.**—The difficulties of teachers need not be enumerated here in order to demonstrate that they are entitled to the sympathy and co-operation of the parents. An antagonistic attitude on the part of parents to the school authorities is frequently the cause of differences between teachers and pupils. A suspicious parent can do more damage than the best teacher can repair.

In the education of the child the parent has a duty to perform as well as the teacher. The parent should see to it that the child is punctual and regular in attendance, that it is clean and decently clothed, that the necessary books, paper and pencils are supplied promptly. The parent should be slow in condemning the teacher. A visit to the teacher undertaken in the proper spirit will do much to prevent misunderstandings.

**BACKWARD CHILDREN.**—By backward children are meant such as are physically or mentally defective in a slight degree or very nervous children, who from a variety of causes cannot keep up with normal children in school work. These children are not defective enough to belong in institutions, but will always require and respond to special teaching. They are capable of progress in special day classes to make them self-sustaining and independent in after life.



The Public Playground as Seen in Denver.



A Suggested Solution for the Problem of Feeding Chicago's Hungry Children.

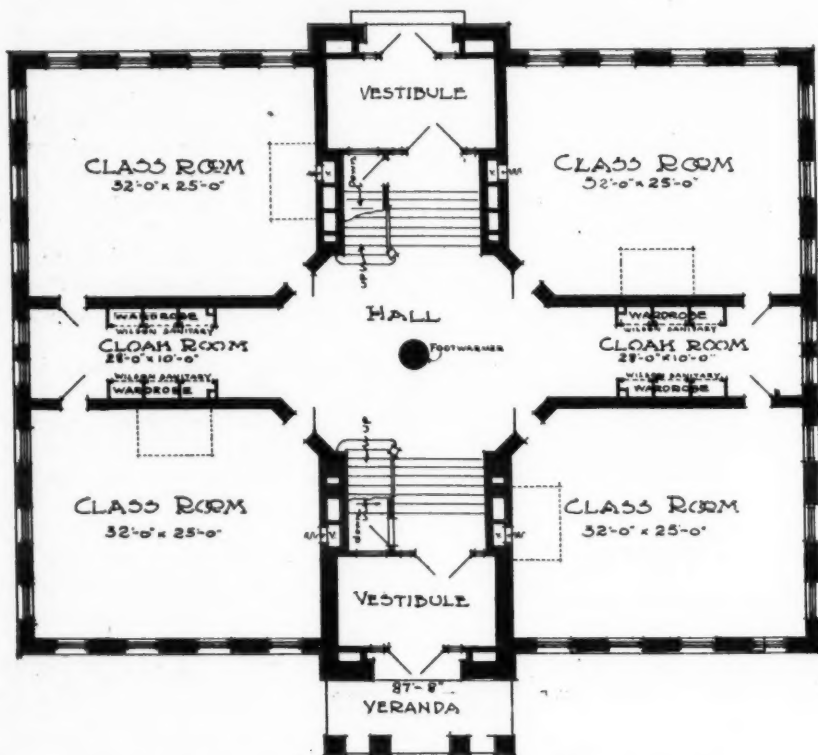


Salt Lake's Teachers to go to the University of Utah.

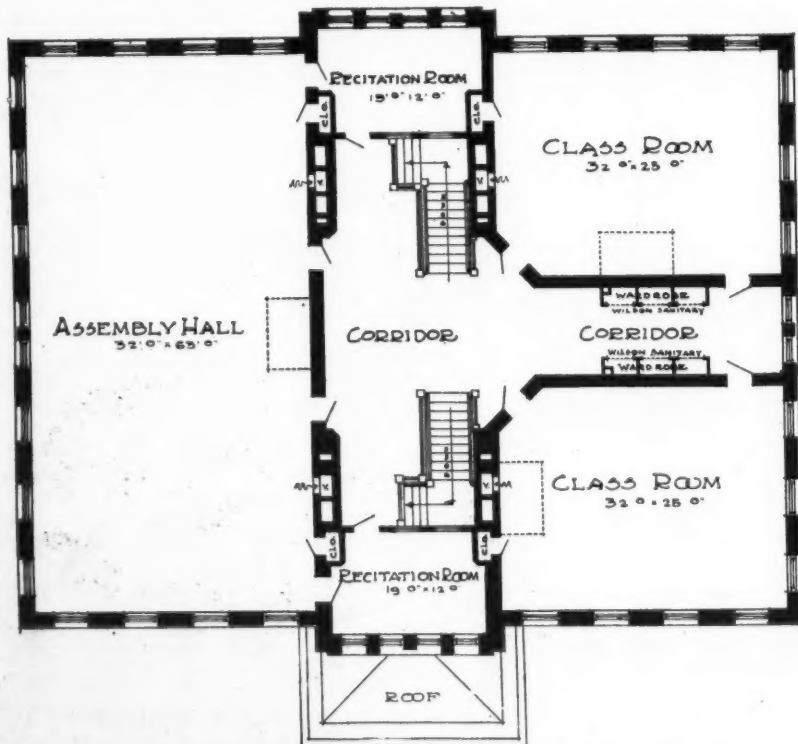




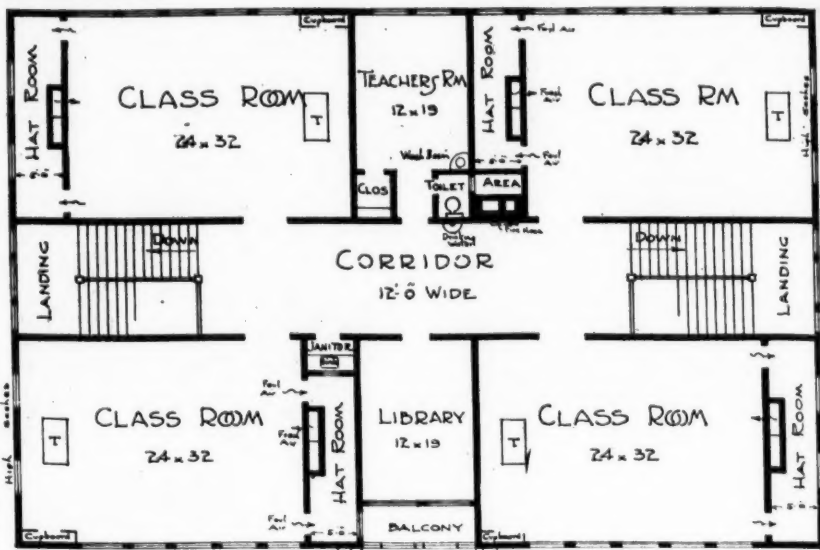
NEW HIGH SCHOOL, TELL CITY, IND.  
Frank J. Schlotter, Architect, Evansville, Ind.



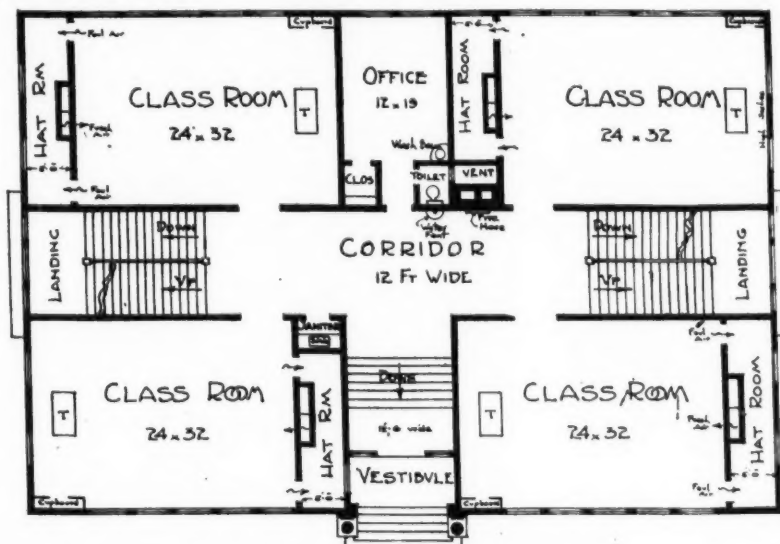
FIRST FLOOR PLAN, NEW HIGH SCHOOL AT TELL CITY, IND.



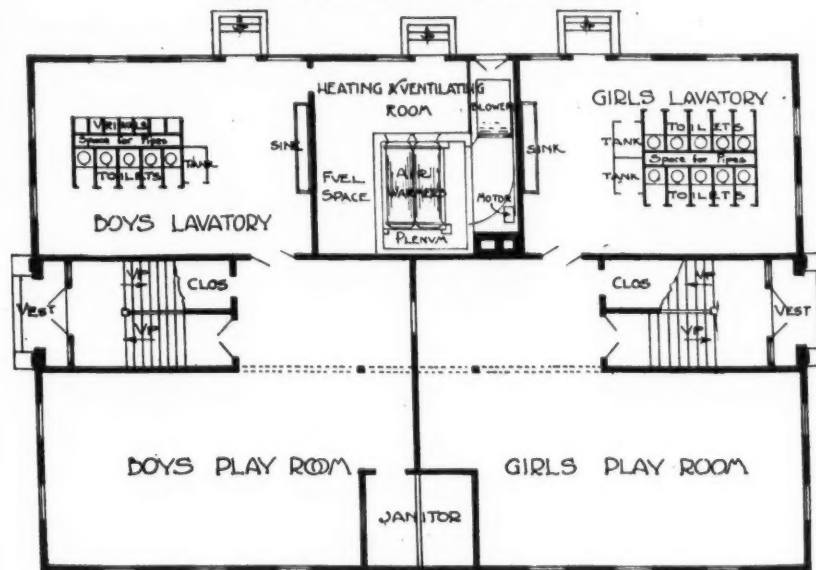
SECOND FLOOR PLAN, NEW HIGH SCHOOL AT TELL CITY, IND.  
(See page 12).



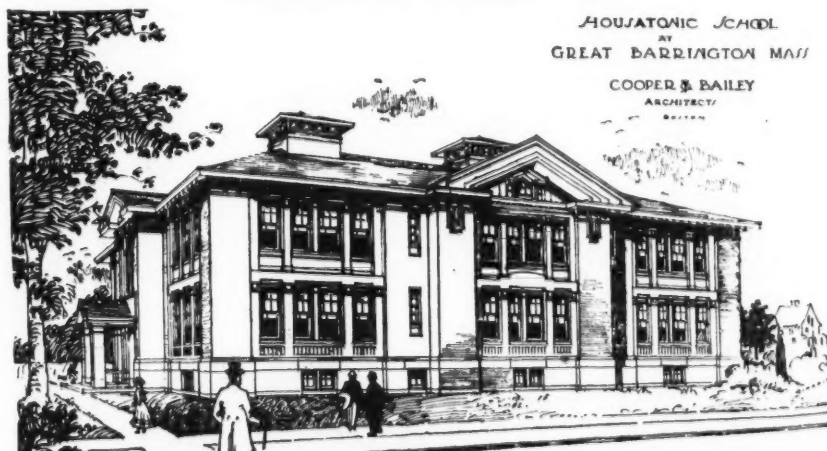
SECOND FLOOR PLAN, HIGHLAND SCHOOL.  
(See opposite page). W. J. Baker, Architect.



FIRST FLOOR PLAN, HIGHLAND SCHOOL.

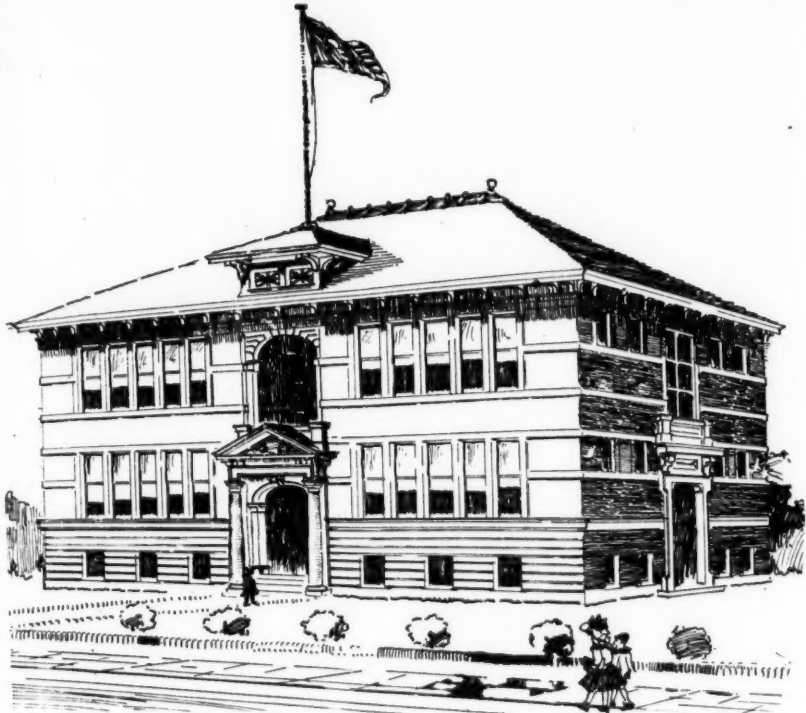


BASEMENT PLAN, HIGHLAND SCHOOL.

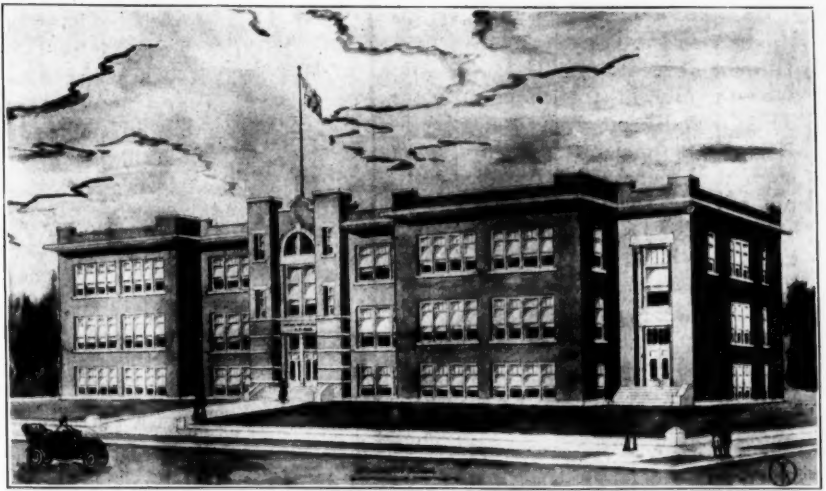


PERSPECTIVE, PROPOSED HOUSATONIC SCHOOL, GREAT BARRINGTON, MASS.  
Cooper & Bailey, Architects, Boston.

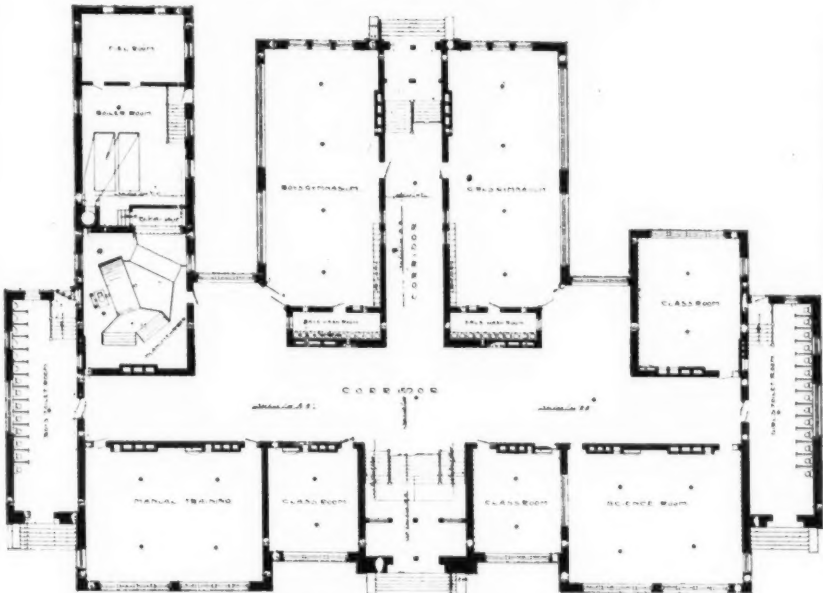




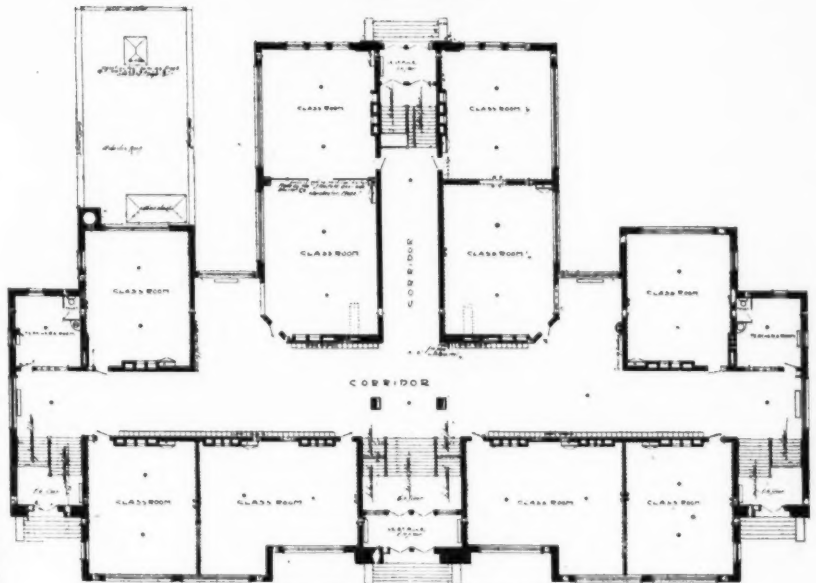
PERSPECTIVE NEW SCHOOL AT HIGHLAND, CAL.  
Mr. William J. Baker, Architect, San Francisco, Cal.



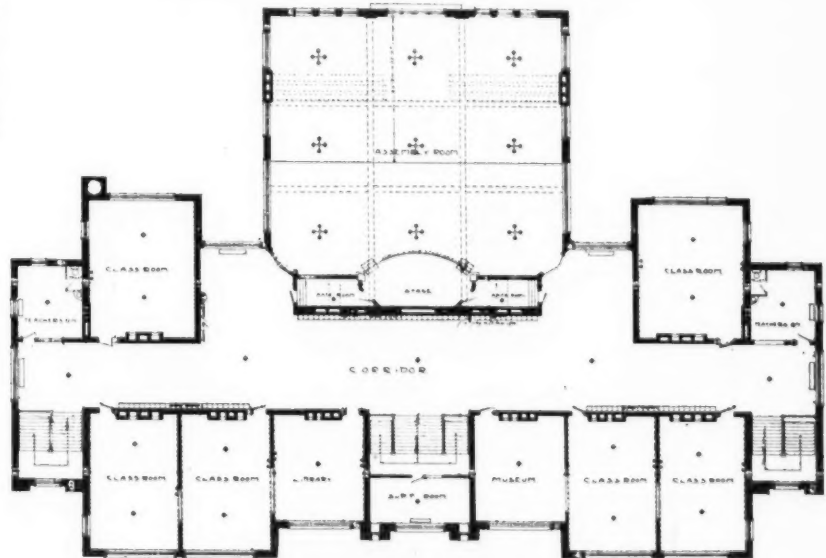
NEW WASHINGTON SCHOOL, MARYVILLE, MO.  
A. A. Searcy, Architect.



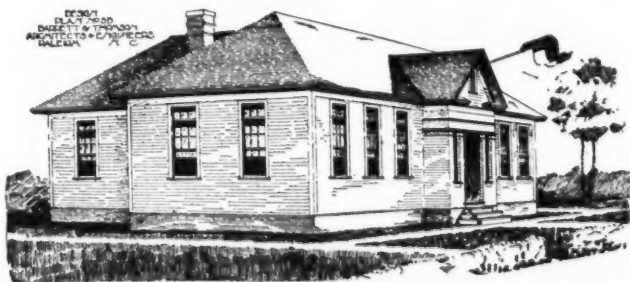
BASEMENT PLAN WASHINGTON SCHOOL, MARYVILLE, MO.



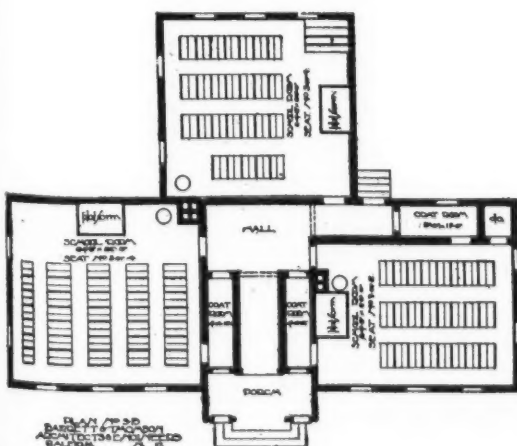
FIRST FLOOR PLAN, WASHINGTON SCHOOL.



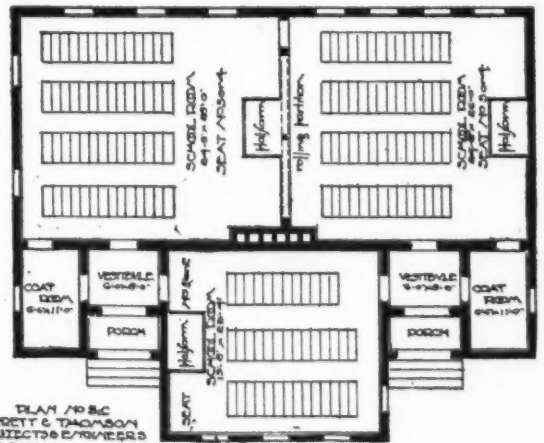
SECOND FLOOR PLAN WASHINGTON SCHOOL.



THREE ROOM SCHOOL. (Plan below).



TWO MODEL THREE ROOM SCHOOL BUILDINGS.  
Designed by Architects Barrett & Thomson, Raleigh, N. C.





## REORGANIZING ILLINOIS SCHOOLS.

The first results of the investigation of the Illinois Educational Commission have been made public in the shape of four bulletins. This commission was created in December, 1906, by the general assembly, to make a thorough investigation of the common school system of Illinois, and the laws under which it is organized and operated; "to make a comparative study of such other school systems as may seem advisable and to submit to the Forty-sixth General Assembly a report, including such suggestions, recommendations, revisions, corrections and amendments as the commission shall deem necessary." To assist the commission in bringing a satisfactory revision of the school laws of the state an advisory committee of 100 was appointed by the State Teachers' Association, December, 1907.

The commission has held a large number of meetings with the advisory committee and alone. The entire body of the existing school law has been rearranged, rewritten and greatly reduced in bulk by the elimination of obsolete matter, duplicate sections and verbiage. The four bulletins embody the commission's plans and reasons for important changes in the school system and improvements necessary to bring it up to the highest state of efficiency.

Bulletin No. 1 contains a plan for the creation of a state board of education consisting of nine members, headed by the superintendent of public instruction. The other eight members are to be appointed by the governor, the superintendent of instruction and the chief justice of the supreme court. The term of office should be eight years, compensation nominal.

The powers and duties of the board are tentatively defined:

1. To have general supervision and inspection of the public schools of the state, including the educational departments of the state charitable and reformatory institutions.
2. To make rules for the distribution of any part of a state school fund set aside to assist and encourage schools.
3. To prepare and distribute plans and specifications for the construction and equipment of schools.
4. To provide suggestive courses of study for rural, elementary and high schools.
5. To prepare all questions for teachers' examinations, to grade all examination papers and to prescribe all rules and regulations necessary to carry into effect the provisions of the law in regard to the certification of teachers.

6. To propose plans for organizing and conducting institutes.

7. To prescribe rules and regulations for the sanitary inspection of school buildings, and for the examination of pupils in order to take such other action as may seem necessary and expedient to promote the physical welfare of school children.

8. To classify and standardize the public schools and colleges, to provide for new forms of educational effort, and in general to take such action as may be necessary to promote the organization and increase the efficiency of the educational system of the state.

Bulletin No. 2 contains recommendations in regard to the creation of county boards of education, to consist of the county superintendent of schools and the president of the township boards of trustees. The duties of these boards are to assist the county superintendent and the state board of education in carrying out the general educational policies of the state and to serve as an avenue of communication between the other educational authorities of the state and the people of each township in the state.

The commission also recommends that the salary of the county superintendents shall be fixed according to the number of graded schools in the county. It also recommends that the county and city superintendents be required to have had experience in teaching, to hold a first grade certificate, and to have a knowledge of the school law of the state and of school organization and administration.

The third bulletin presents a tentative plan for the certification of teachers.

The questions for examination should be uniform throughout the state and should be prepared by the state board of education. Examinations for county certificates are to be held at the county seat on the same days in each county throughout the state.

The examination papers should be graded under the direction of the state board of education. The county superintendent has no discretion in the matter, except as to the personality of the applicant.

In Bulletin No. 4 the commission recommends:

1. Making the township the unit of school organization,
2. That the office of school director and boards of education in control of township high schools be discontinued.

3. That the number of township trustees be increased from three to five.

4. That the powers and duties heretofore exercised by school directors and township boards of education be conferred upon the board of township trustees in addition to what they now have.

## THE TELL CITY SCHOOL.

The Tell City school building, illustrated on page 10, is a practical six-room building, with an assembly hall. The structure proper is 65 feet by 87 feet in size and two stories high. It stands in the center of a plot 240 by 140 feet, fronting east.

The foundation walls are of rubble masonry from a local quarry, and above the first floor line of cherry red brick laid in white mortar, with Kentucky limestone trimmings. A large covered porch and deep vestibules in the front and back give shelter to early arrivals. From each vestibule direct entrance may be had to the basement or to the first floor. In the former there are large playrooms and toilets for both sexes, and also the boiler and fuel room.

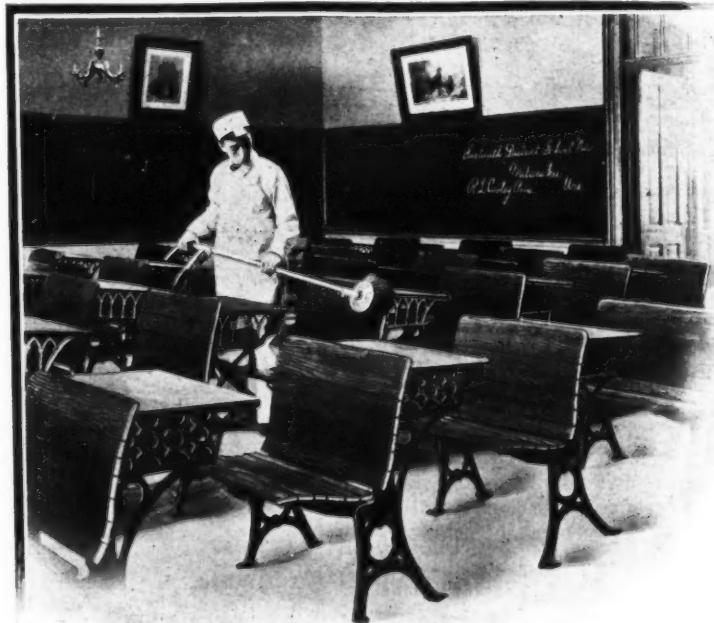
Four standard classrooms, 25x32 feet, are located on the first floor and two of the same size are on the second floor. Cloak rooms have been discarded and hygienic wardrobes substituted. Each classroom has its separate wardrobe, which is ventilated by a special vent flue. The assembly room on the second floor is 63 by 32 feet in size and will seat the entire school comfortably. It is provided with a double stairway fire escape as an additional means of exit.

The building is heated by a low-pressure, single-pipe, gravity system, using in the classrooms one-third direct indirect radiation and two-thirds direct radiation. The exhaust flues are carried into an aspirating chamber in the attic, out to the open air through a 48-inch ventilator. A large radiator supplies the force for moving the air.

The sanitary equipment consists of one 10-seat, ventilated, enamel, inside Nelson hopper latrine for the girls' toilet room and one 6-seat latrine and one 6-stall Clow, ventilated urinal, with slate partitions and back, for the boys. The latrines and other plumbing fixtures are ventilated by means of 4-inch cast iron vents run overhead and increased in size to 8 inches and turned into separate vent flues. The building is wired for electric lights throughout. It is the design of Mr. Frank Schlotter of Evansville, Ind.



Cleaning Classroom Floor by means of Vacuum System. Every Particle of Dust around the Desk Standards is Drawn Out.



Dusting School Furniture with Vacuum Brush.

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# Air Cleaning of Schoolhouses

The New Method and Its Value from the Standpoint of Sanitation.

By WILLIAM GEORGE BRUCE.

The value of healthful schoolhouses as an aid to the cause of education is so obvious and so generally recognized by school administrative bodies as to require no discussion in these columns. The method, however, to be employed in keeping schoolhouses clean has been a subject of much attention and vexatious contention.

Rules and regulations have been formulated and special methods and appliances have been introduced. The frequency and the means to be employed in cleaning, such as sweeping, dusting and scrubbing, have undergone a series of adjustments and modifications.

## The Latest Method.

It would almost seem like claiming too much to hold that the whole problem of schoolhouse cleaning had been solved, or that a method which defied further improvement had been found. But, in this age of progress, we are led into a frame of mind where no statement of this kind will surprise us. In fact, we are looking for new things—things which are more attractive, more adaptable, or more utilitarian than anything we have met with before.

Therefore the claim that a method had been found by which the dust and dirt of a schoolroom could be removed so effectually as to supersede all other methods could not be deemed improbable. The inventive mind has gone to great lengths, and the writer was willing to investigate, with the expectation that the claim recently made could be verified. And it was.

The method consists simply of a device which will suck the dust into a receptacle, reaching not only every particle resting upon exposed surfaces, but also drawing dust out of cracks, crevices and porous surfaces which cannot be reached by brooms and brushes. The suction is so strong and irresistible that no particle of dust, no matter how infinitesimal or how coarse it may be, can escape annihilation. It draws the dust out of rugs, matting or porous walls and ceilings instantaneously and with absolute certainty.

## Description of Apparatus.

The system of cleaning by air suction consists of a vacuum pump placed in the basement, and a main pipe running through the center of the building. To this piping a hose, the size of a garden hose, is attached on the floor in which

the cleaning is to be done. This hose is equipped with a brush or mat which may be applied to floor, walls or furniture, as shown in the illustrations presented with this article. The operation of cleaning consists in a simple movement of the mat or brush over the surface to be cleaned, and requires less action than a broom, brush or wiping cloth. The brushes or mats are easily fastened to the hose handle, and may readily be applied to the spaces between, alongside or under the desks.

The dust which, thus gathered, finds its way through the tubing and piping is deposited in a closed receptacle placed in the basement of the building.

## Advantages of Air Cleaning.

The facility and speed with which a building may be cleaned by this means is in itself a decided advantage over the broom and brush method. But there are advantages aside from the purely economic side. There is a vast difference between cleaning and cleanliness. No method of cleaning heretofore employed has removed dust germs from fine cracks and crevices. The air suction method insures absolute cleanliness. The advantage here attained is best appreciated when the harmful effects of dust germs which are daily gathered in classrooms is realized. A whole chapter could be written on the nature of these dust germs and the diseases which spread through them. Suffice it to say that if dust can be removed without stirring dust, the whole problem of effectual dust removal is solved.

## Removes Schoolroom Odor.

Our investigation of the air cleaning method has led us to the discovery of another decided advantage which it possesses. By virtue of the fact that it removes dust which is lodged in recesses and crevices not reached by a wiping cloth or a brush, it removes the much discussed schoolroom odor.

The dust so lodged is usually the accumulation of years. It is wetted by floor scrubbing, but not removed. Atmospheric moisture, too, has its effect upon accumulated dust dirt. The animal and vegetable dust germs are subject to decay and consequently to unpleasant odor.

German scientists who have made a study of the causes for the odors prevalent in institutions where large numbers of persons are gathered

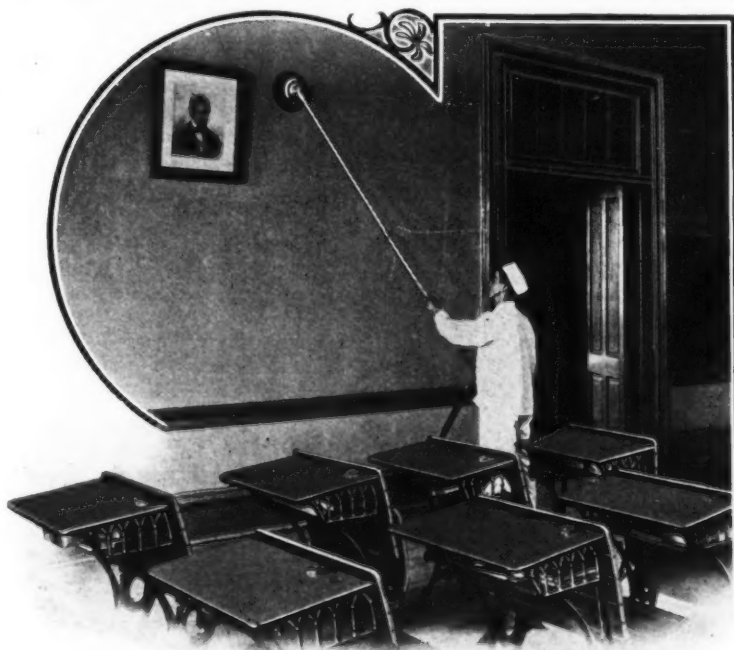
daily have found that the porosity of floors and walls absorbs carbonic acid gas and the other products of respiration, including an appreciable amount of the so-called pathogenic dust, which has toxic or poisonous qualities.

It has been demonstrated that ordinary ventilation does not remove school odors, and that these odors reassert themselves rapidly after a room is again occupied. The unwholesome gases lodged in the pores of the floors and walls are not removed through the periodical airing given to classrooms, much less by brooms, brushes or damp cloths. The air suction method is the first and only effective means of removing them thus far found.

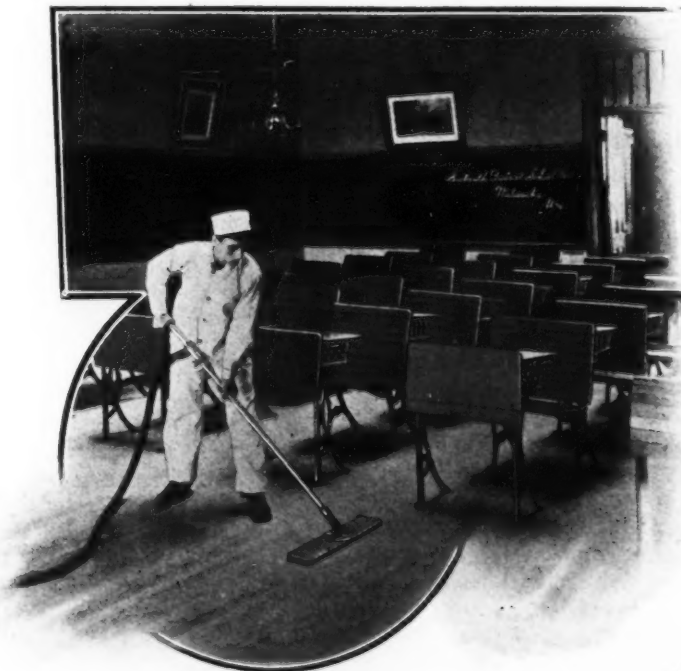
The school building in Milwaukee, experimentally equipped with the air cleaning apparatus, is old and has for years been afflicted with the so-called "institutional smell." The basement has always borne a musty smell. Through the employment of the air cleaning method the odor is entirely removed. This change is so decided that the teaching force and the school authorities have marveled at the efficacy of the new method of dust removal.

The writer, in presenting this description to the readers of the School Board Journal, desires to state that it is not intended as advertising matter. It is presented purely as a contribution to the subject of schoolhouse sanitation. Those desiring more detailed information regarding the air cleaning process should write to the American Air Cleaning Company, Milwaukee, Wis. We believe that all school officials interested in sanitation should familiarize themselves with the best experiences on the subject and the latest and best methods in use.

A crusade is being organized by the Chicago Teachers' Federation to compel the public service and large private corporations in Cook County to pay their just share of the taxes required for the maintenance of the government. The movement is the result of the recent agitation over overcrowded schools and the inability of the board of education to engage more teachers or pay better salaries for lack of funds. The proposition is to duplicate the fight of eight years ago, when the teachers won their fight in the courts, which compelled an increase in payment of \$600,000 annually by five public utility corporations.



Drawing Dust out of Walls.



The Vacuum Method of Sweeping a Floor.





### N. E. A. VOLUME ANNOUNCED.

Irwin Shepard, secretary of the National Education Association, has prepared a table of contents of the forthcoming volume of the proceedings of the Cleveland meeting. This book will contain more than 1,000 pages, with approximately 200 addresses by leading educators on the most important topics of present educational interest, besides discussions, round tables and several reports of unusual value by special committees of investigation. This volume can be obtained, express prepaid, for the nominal price of the membership fee of \$2. It is a complete library in itself, and should be in possession of every school man who desires to keep up with the most advanced thought upon school conditions and problems.

There should be at least 50,000 members in the N. E. A., but this year the membership was less than 10,000. This, however, did not affect the excellence of the convention program nor the value of the papers and discussions.

Aside from what a teacher receives through the volume of proceedings, it ought to be considered one of the obligations of the profession to be a member of this association, the greatest and most influential of its kind in the world. The mere fact of its existence made teaching approach the dignity of a profession. All the truly great educators in the country are members of it, and give time and thought to its interests without recompense. The contributions to the proceedings of the convention, containing the experience and the wisdom of these men and women, in all departments, could not be duplicated without great expense, if they were to be paid. The fee of \$2 is not much to an individual, but it amounts to a considerable sum when contributed by 20,000 or 40,000 persons.

### California Books Criticized.

The California text books manufactured under a state law by the state printer are condemned in a report to the Canadian minister of education. Inspector (superintendent) J. H. Smith of Wentworth county, Ontario, who is the writer of the report, spent some time in California studying the schools, school laws, etc. Mr. Smith writes:

"Speaking from my own personal observation of these books, as seen in the schools in different parts of the state, I may say that I was not favorably impressed with either the subject matter of the contents, or the gradation and arrangements of the material. The mechanical work was not up to the standard of what a good text-book should be, for the paper, the binding and the printing were not of a high order of excellence. These books seemed to me to be defective in the selection of the subject matter and of its adaptation to the educational requirements of the pupils for whom it was prepared. Many things that from my point of view seemed unimportant found a place in these books, and things of primary importance were touched upon very lightly. The difference between essentials and non-essentials was not clearly defined. The writers or compilers of these books failed to recognize the essential elements of the subject from the point of view of the learner, and too frequently the subject matter was burdened with technicalities that caused the pupils to cram without obtaining even a moderate grasp of the essential elements of the subject."

According to press dispatches from Guthrie, several violations of the Oklahoma text-book law have been found in connection with the recent adoptions. The law provides that "at no time may any book or apparatus be sold in Oklahoma at a higher price than is received for the same book, register, record or apparatus elsewhere in the United States where like conditions of distribution prevail."

An examination of the schedule of prices paid in the state of Kansas shows that Redway & Hinman's Complete Geography, published by the American Book Co., is sold in that state for 75 cents. The contract recently made for the same book in Oklahoma calls for 80 cents. Webster's School Dictionaries, Primary, Common School and Academic, also from the American Book Co., under the Oklahoma contract are sold for 44 cents, 65 cents, 90 cents and \$1.35, respectively, while the highest price for any of the series in Kansas is \$1.12. Wentworth's Mental Arithmetic, published by Ginn & Co., is selling for 22 cents in Oklahoma under the new adoption, while Kansas gets it for 20 cents.

It is stated that the books sold in Oklahoma are the standard edition of the texts mentioned. In Kansas, the books furnished are a special edition, inferior in quality and somewhat different in text.

Chicago, Ill. Adopted the Primer of Vocal Music of the Modern Music Series, Silver, Burdett & Co., publishers.

Little Rock, Ark. Adopted Greenough, D'Ooge & Collar's Second Year in Latin.

Smith's arithmetics and Frye's geographies have been placed in use in the newly consolidated school district of the city of Des Moines. The adoption is for five years.

Auburn, N. Y. Collar & Daniell's Caesar, published by Ginn & Co., adopted.

Ainsworth & Co. have announced the publication of a volume entitled "On Dante," with extracts from the "Divina Comedia" and from the "Inferno." The introduction consists of a biography of Dante and a study of the times in which he lived.

The growing popularity of Gregg shorthand is attested by the large number of schools which are introducing this system. Last year over two hundred schools introduced Gregg shorthand; this year one hundred and eighty have already been added.

The state of Maryland recently authorized the establishment of commercial departments in the county high schools. As a result there has been considerable competition among the publishers for consideration of their texts. Out of twenty-four schools which this fall introduced commercial subjects, twenty adopted Gregg shorthand.

The Lippincotts issued recently the seventh volume of their Educational Series, edited by Dr. Martin G. Brumbaugh, superintendent of the Philadelphia public schools. The new book is by Prof. Samuel C. Schmucker of the West Chester (Pa.) State Normal School, and is entitled "The Study of Nature." It is addressed to teachers, and is said to be a most valuable book of its kind, written with rare insight and skill, and covering the whole field of nature. It has many illustrations in color and black and white, contributed by Katharine Elizabeth Schmucker.

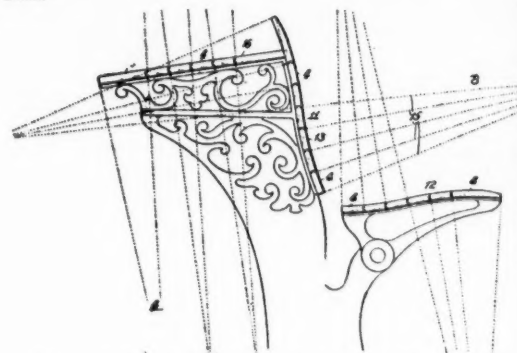
Tappan's Our Country's Story, which has been a popular primary history in New England for some years, was this year given standing on the Virginia state list, and is being largely used. It is interesting to note that a New England book should be used in the south. It is also used quite extensively now in the West.

(Continued on Page 21)



### RECENT PATENTS.

Furniture Slat. Francis P. Grode, Wabash, Ind.



An article of furniture having either its seat or back, or both of said parts, formed of a series of interchangeable slats joined together by tongue and grooved joints, the tongue-equipped and groove-equipped sides of the slats converging towards each other and extending at equal angles to the face of the slats, with the slats assembled in reverse series to produce the plane of the surface desired.

Crayon Holder. Henry T. Bailey, North Scituate, Mass.



A crayon holder having longitudinal clamping members; an inclosing member co-operating therewith and provided with an inclined slot; a pin to co-operate with said slot; and a rotatable support for said pin to which said pin is eccentrically related.

Mr. John R. King of the Welch Manufacturing Company died in Des Moines, Ia., early last month. Mr. King was engaged in the school trade for many years, and was a pioneer blank book manufacturer in Iowa.

### Powdered Soapstone.

Question: Where can I get powdered soapstone for wall finish?—H. E. D., Clerk, Flemington, N. J.

Answer: Try Aberene Stone Co., 393 Pearl St., New York, N. Y.; Hammell & Gillespie, 240 Front St., New York, N. Y.; Pettit Chemical Co., 241 Front St., New York, N. Y.; S. P. Wetherill Co., 925 Chestnut St., Philadelphia, Pa.; Union Soapstone Co., 14 Marshall St., Boston, Mass.; Bowker, Torrey & Co., Boston, Mass.; Troy Bros. & Co., 91 Haverhill St., Boston, Mass.; J. S. McCormack Co., 25th & A. V. Ry., Pittsburg, Pa.; Union Soapstone Co., Chester Depot, Vt.; Virginia Soapstone Co., Schuyler, Va.

The large painters' supplies jobbers in New York City can probably fill your wants as well as any of the firms named.

### Talc Crayons.

Question: Will you be kind enough to tell us the names of manufacturers of genuine talc for blackboard purposes?—A. E. B., Nashville, Tenn.

Answer: Soap stone crayons for blackboard purposes are manufactured by the following companies:

Cohutta Talc Co., Spring Place, Ga.  
Stanley Doggett, 101 Beekman St., New York City.  
N. Carolina Talc & Mining Co., Hewett, N. C.  
Gregory Talc Crayon Co., Chattanooga, Tenn.  
American Crayon Co., Sandusky, Ohio.

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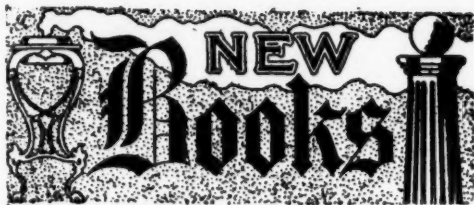
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### The Little Helper.

By Millicent Baum. 96 pages. Price, 28 cents. Silver, Burdett & Co., New York.

Book two of The Little Helper, like its predecessor, book one, is based upon the sight words and phonetic words of the Rational Method in Reading. No diacritical marks are used in the text, for which omission readers should be deeply grateful. Wisdom has been shown in the gradual introduction of new words and in the selection of attractive material. All the illustrations are good, while some are fine.

### Elementary Physics.

By Lloyd Balderston, Jr. 352 pages. Christopher, Sower & Co., Philadelphia.

The small size of this book will commend it to experienced teachers. This has been achieved by much condensation and by excluding much non-essential matter. So far as possible, this book aims to connect the study of physics with the phenomena which go on about us. The writer has aimed to omit nothing of prime importance which can be brought within the range of students of the grade for whom the book is intended. Many of the problems are based upon actual observation and measurement, and it is believed that none of them lead to impossible results.

### English Composition.

By Charles Lane Hanson, Boston. 12mo, cloth, 241 pages. List price, 80 cents; mailing price, 90 cents. Ginn & Co., Boston.

Much of the work in this little book on English composition is elementary, dealing with such subjects as the sentence, punctuation, spelling, letter writing, the paragraph, etc. The second part deals with narration, description, exposition and argument. Here the principal forms of prose composition are studied in detail, and sufficient attention is paid to the preparation of an argument to meet the needs of debating societies. If we mistake not, this is somewhat of an innovation in a work on English composition, and will be found valuable. The short appendix on the musical reading of verse is rather incomplete.

### The Aeneid for Boys and Girls.

Told from Virgil in simple language. By Rev. Alfred Church. 300 pages. Price, \$1.50, reg. The Macmillan Company, New York, Chicago.

A. J. Church, in the Aeneid for Boys and Girls, has produced a really charming volume, containing the story of Aeneas and his wanderings, told in the simplest prose. To those who know their Aeneid, it will be a surprise and a delight to note how closely the author has kept to the lines of history, and yet accomplished it all in words mostly of one or two syllables. In addition to this feature, the stories themselves are written in such a way as to interest children. Young people are ever fond of short stories. These twenty-two, taken from classical sources, have a peculiar charm and interest, and Mr. Church has succeeded in making a book that will be read by thousands of children. No better Christmas present could be found for a boy or a girl. There are a dozen full colored illustrations, and the book is published in the Macmillans' best style. The book is one of the best of the season.

### The High School Word Book.

By Richard L. Sandwick and Anna Tilden Bacon. 160 pages. Price, 40 cents. D. C. Heath & Co., Boston.

A spelling book for use in high schools! Certainly, for there, if anywhere, is a spelling book needed. The explanations given by the authors for the compilation of this book are not needed, as teachers in high schools, employers in the business world, instructors in colleges, know only too well.

This manual offers two hundred words most frequently misspelled. It insists that the words should be spelled by syllables—a reversion to a method that has stood the test of time. It also contains two thousand words selected from high school text books and college entrance requirements in English literature. These are followed by one thousand words often confused as to pronunciation or meaning. The words taken from the great English authors have their origin and history traced.

The contents furnish sensible work for drill throughout a high school course.

### First Year in United States History. Book I and II.

By Melvin Hix. Price, 40 cents each. Hinds, Noble & Eldredge, New York.

The author has aimed to adapt himself to the capacity of pupils of the fourth and fifth school years, and he has admirably succeeded. The treatment of the subject is mainly biographical, and the two volumes are full of illustrations explanatory of the text. The chapters are short and the gist of each can be well remembered by intelligent children. The many side headings in the paragraphs are a great aid to the memory, and useful for catching the vagrant attention of children.

### Elements of Physical Geography.

By Thomas Cramer Hopkins. Cloth, 484 pages. Benj. H. Sanborn & Co., Boston, New York, Chicago.

Intended originally to meet the special wants of the teachers in the high schools of New York, this text-book developed into one of a more universal character. It aims at meeting the needs of those teachers who are dissatisfied with present books. The writer insists on the necessity of field work and the study of those phenomena which can be brought under the observation of the student; he aims at bringing the pupil into contact with nature in such a way that he may see and realize his own position and his relation to the things around him. The illustrations are aptly chosen and the most instructive and artistic which we have seen in any text-book on this subject. We were particularly interested in the chapter on The Geography of Life, which explains in detail and by abundant examples how all forms of life are influenced by their physical environment.

### Inorganic Chemistry.

By E. I. Lewis, B. A., assistant master at Oundle school. 408 pages. Price, \$1.25. G. P. Putnam's Sons, New York.

This volume, the author says, is the outcome of an attempt to provide a chemistry course for a class of boys, of whom some had been promoted from a lower science set, and the rest had come over from the classical side. Nearly every lesson begins with the study of a simple reaction. This is followed by a discussion involving the suggestion of further experiments, such as are suitable for the laboratory. In Part I, at the end of most chapters, some exercises and problems have been collected. These are supplementary to the text, and are more particularly suitable for a second revision. "Leading to Equivalent Mass," "Leading to the Atomic Theory," and "Application of the Atomic Theory" are the three sections of Part I. In Part II the section reads, "Leading to the Classification of the Elements." These sections give a general idea of the lines upon which the book is constructed. At the end of the book there are answers to problems, and indexes. Schools and colleges will certainly benefit by adopting this book for more advanced pupils.

### Virgil's Aeneid. Books I—VI.

By Prof. Henry R. Fairclough and Seldon L. Brown. 515 pages. Benj. H. Sanborn Company, Boston, New York, Chicago.

In this work a college professor and a secondary school teacher have collaborated to produce an edition that is both scholarly and practical. Much stress in the notes is laid on the aesthetic and artistic side of the poem, while form and syntax has by no means been neglected. There is a splendid array of notes, not only on conservative lines, but others which

deal with a whole paragraph or section, and call attention to important stylistic features, the careful structure of the narrative, the harmonies of sound and sense, and the artistic variations of the meter. There is a specimen translation, together with a series of questions on each book, a list of the figures of speech occurring frequently in the poem, some splendid and safe illustrations (something our modern commentators and editors of the classics are getting to be more careful about than were the older workers along this line), and the marking of the long vowels in the text of Book I. A vocabulary of 140 pages is added.

### Old Man Coyote.

By Clara Kern Bayliss. Illustrated by E. Warde Blaisdell. 150 pages, 8vo, \$1.00. Thos. Y. Crowell & Co., New York.

A story book of unusual charm, because, for one reason, it is entirely out of the common run. It deals with the Indian folk lore of the Pacific slope. Father Coyote is to that region what Joel Chandler Harris' "Br'er Rabbit" is to the South. There are many quaint episodes here related, and although variants of some of them may be found in the folk lore tales of all nations, yet some appear to be of the soil. Myth and mythology has ever a charm, and when such stories are put into literary form that charm is enhanced. These legends are claimed to be a part of genuine Indian tradition, translated by the writer, who made a close and sympathetic study of the foundation sources, and consequently they become something more than mere stories intended to amuse children. A special feature is the illustrations in color, quaint and humorous, in some cases humorous enough to amount to cartoons—but they are by Blaisdell of the "Century," whose work has already made him a notable.

### Composition and Rhetoric.

By Chas. S. Thomas and Will D. Howe. 509 pages. Longmans, Green & Co., New York.

Clear and forcible writing is what the authors of this work aim at producing in the student. From a careful examination of the book before us, we think they have gone the right way about it. Aiming at simple essentials of good writing, the authors have kept clear as far as possible of technicalities which often obscure and confuse. The directions are simple and clear, and the examples are chosen from good writers with a view to test the student's understanding of the principles of writing. The first chapter treats of composition as a whole, and is followed by the "Paragraph and Its Structure," dealing with unity, coherence, emphasis, etc. "The Sentence" is then discussed, and is followed by the "Rhetorical Essentials of the Sentence." We are particularly pleased with the chapter on "Words," especially those portions of it which deal with correctness and effectiveness, as also barbarisms, improprieties and solecisms. There are ten or eleven pages of violations of good use which are in reality invaluable. Other parts of this work consist of chapters on Letter Writing, Forms of Discourse, Oral Composition, Theme Correcting, Punctuation (something much abused and neglected in these days) and Common Errors in Grammar. The book, all through, is sane, sound and sensible and will prove to be of very great value to the earnest teacher.

### Emerson's Earlier Poems.

By Oscar Charles Gallagher. 161 pages. Price, 25 cents. The Macmillan Co., New York, Chicago.

The arrangement of poems in this little volume is intended to suit the taste and requirements of young readers. There is, in the introduction, a good biography of Emerson as the man, the public speaker, the philosopher, the poet. This is followed by a useful chronological table of Emerson's life and writings and a contemporary biography, contemporary literature, and contemporary history. There are sixty-two short poems in this volume, which is supplemented with many valuable notes which the student or teacher may use to advantage.

(Book Reviews Continued on Page 18.)





### SAMUEL B. TODD DEAD.

Samuel B. Todd, for many years representative in Wisconsin of the American Book Company, died October 5 in Chicago, aged 48. His death was due to a complication of heart and kidney troubles, following overwork. He was ailing for three years, but did not give up work until about June 1st, when he entered the Rees Hospital.

Mr. Todd was well known throughout the country, especially in the middle west. He came of Revolutionary stock, an old Pennsylvania family for a great many years engaged in the business of tanning. He was the son of James and Mary Todd of Beaver County, Pa., and was born on a farm near Pittsburg, September 21, 1860. He attended the high school at Beaver, then went to the University of Michigan, where he was graduated in 1886. After leaving Ann Arbor, he became superintendent of schools at Sterling, Kan., for three years. He studied law in Kansas, and was admitted to the bar, but never practiced.

He then became connected with the American Book Company and remained with the firm until his death. After traveling in the west he was appointed state agent for Wisconsin. Four years ago he was promoted to an important position in the Chicago office.

Mr. Todd was one of the hardest workers in the educational book field. His energy and resourcefulness were remarkable and made him invaluable to his employers. Withal, he was of an affable and sociable temperament that won the personal friendship of thousands of school men in his territory and the surrounding states. In a quiet manner he did considerable charitable and philanthropic work.

### AMONG BOOKMEN.

Mr. Charles S. Banker, for a number of years agent of Rand, McNally & Co. in western Pennsylvania, has become affiliated with the American Book Company. Mr. Banker continues to reside in Pittsburg.

Mr. Ambrose C. Dearborn, of Henry Holt & Co., looks after a compact territory. As general agent of the firm, he covers New England, the south and the Pacific coast.

Mr. George R. Ellsler has the Maryland and Virginia territory for the Macmillan Company. He resides in Baltimore.

Mr. Oliver Stigall, Missouri agent for Silver, Burdett & Co., covered the state of Iowa last month.



THE LATE SAMUEL B. TODD

Mr. D. B. Albert, who represented Charles E. Merrill in Pennsylvania and Ohio, is now connected with Houghton-Mifflin Company. He makes his headquarters at 24 Norwood place, Buffalo, N. Y., and covers New York state and Ohio.

Mr. C. J. Dilcher has represented Charles E. Merrill Company in Pennsylvania for eighteen years. He resides at Allentown.

Mr. E. O. Garrett has severed his connection with the American Book Company after ten years' service as Nebraska agent. Mr. Garrett received the Democratic and Populist nomination for lieutenant governor of Nebraska at the recent primary election. He carried 87 out of 90 counties with a majority of 10,000 over his nearest competitor.

Mr. A. P. Flint is at the old stand in Philadelphia and "doing business right lively." He says that the American Book Company books are more popular in his territory than ever before.

Mr. C. T. Baldwin represents the Educational Publishing Company of New York City in the state of Pennsylvania. He has been covering the institutes in the eastern and central part of the state during the fall.

Mr. J. M. Eppstein, general agent of Newson & Co., is making a record as member of the East Orange, N. J., school board. He recently aroused considerable sentiment against a rule of the board under which boys are given a second examination before being rejected for graduation, while girls are never given a second opportunity.

### TOWN NAMED AFTER BOOKMAN.

Bookmen have honors of all sorts thrust upon them. Very few we venture to assert, however, have a town named after them. Mr. C. T. Baldwin of the Educational Publishing Company received such honors recently. He resides in a little town in northern Pennsylvania named Mansfield. A few weeks ago Manager Smith of the New York office was very much surprised to learn by a letter from an up-state teacher that Mr. Baldwin had become very important in his home town. In fact, the town had been taken off the map on his account. He was referred to repeatedly as Mr. C. T. Mansfield of Baldwin, Pa. It is said on good authority that Manager Smith is contemplating a handsome increase in Mr. Baldwin's, or rather Mr. Mansfield's, salary to make it commensurate with his new importance.

### HOW LATHAM WAS CAUGHT.

Next to a good adoption every bookman loves a joke. During the fiercest book fight bookmen will play practical jokes upon one another with the abandon of school boys. That is their only relief from the daily grind of the arduous class of work in which they are engaged.

But to come to our story: It is related by a Pittsburg member of the fraternity that a bookman coming in on the electric car from a suburb of the smoky city noticed an institution with a modest sign which read "Thomas Institute." The building and grounds had the air of a high class private school, but the bookman remembered seeing advertisements in the daily papers describing the Keely cure administered by the authorities of this institute.

The same day Mr. Robert S. Latham found a note on his desk calling attention to a new private school, known as the Thomas Institute, located out on Second avenue. Mr. Latham immediately took a car for the institute, with a package of the best Heath text books under his arm. All the way out he had visions of a fine, fat order, but they were only visions.

No one has been able to learn the result of the visit.

### THE FRANKLIN UNION SCHOOL.

(See Page 11)

The new Franklin Union, dedicated in September, is one of the first complete buildings erected in the United States for trade school purposes. It occupies a plot of ground 160 by 100 feet and is four stories high. The basement contains rooms for heating and ventilation and a large shop for automobile work. On the first floor there are offices, a library and the main portion of an assembly hall, seating one thousand persons. The upper floors are occupied with classrooms and laboratories.

The exterior of the building is of cut stone and red brick, in the Georgian style. The treatment is particularly clever and reflects the skill of Architect R. Clipston Sturgis in handling unequal numbers of windows. The floors and inside walls are steel and concrete.

President Harvey and Secretary Shepard of the National Education Association held a resultless conference last month with officers of the Western Passenger Association. They were unable to secure any terms for special rates to Denver. Another meeting will be held some time this month, at which time all members of the executive association will be present. It is expected that the date of the convention will be fixed.

As a means of bringing the public library closer to the schools the teachers of Marion, Ind., were recently called upon to suggest lists of historical and reference books which they desired to see placed on the shelves of the local institution. The board desired not only to make the library more attractive, but also make the work of the schools more effective.

### Death of Mr. Bassett.

Mr. C. W. Bassett, one of the oldest manufacturers of stereopticons and scientific instruments for schools, died in Chicago Sept. 27. Mr. Bassett was well known in the educational field as a keen, progressive business man.

### ASTONISHED THE DOCTOR

#### Old Lady Got Well with Change of Food.

A great scientist has said we can put off "old age" if we can only nourish the body properly.

To do this the right kind of food, of course, is necessary. The body manufactures poisons in the stomach and intestines from certain kinds of foodstuffs and unless sufficient of the right kind is used, the injurious elements overcome the good.

"My grandmother, 71 years old," writes a N. Y. lady, "had been an invalid for 18 years from what was called consumption of the stomach and bowels. The doctor had given her up to die."

"I saw so much about Grape-Nuts that I persuaded Grandmother to try it. She could not keep anything on her stomach for more than a few minutes."

"She began Grape-Nuts with only a teaspoonful. As that did not distress her and as she could retain it, she took a little more until she could take all of 4 teaspoonfuls at a meal."

"Then she began to gain and grow strong and her trouble in the stomach was gone entirely. She got to enjoy good health for one so old, and we know Grape-Nuts saved her life."

"The doctor was astonished that instead of dying she got well, and without a drop of medicine after she began the Grape-Nuts." "There's a Reason."

Name given by Postum Co., Battle Creek, Mich. Read "The Road to Wellville," in pkgs.

Ever read the above letter? A new one appears from time to time. They are genuine, true, and full of human interest.



## A Railroad

built to-day at any gage other than the standard—4' 8½"—would be foredoomed to failure. It could not send its cars over a mile of way outside its own tracks.

## A School

teaching any system of shorthand other than the standard—Benn Pitman—is failing to get out of shorthand all there is in it. It cannot place its students in the best positions, where they can work interchangeably with the great body of shorthand writers.

## "Standardization

on approved fundamentals is now shorthand's greatest need."—*Boston Transcript (editorial), Aug. 22, 1908.*

## Benn Pitman Phonography

Is the only system that offers the approved foundation for the standardization of shorthand.

It has been "tried out" by over half a century of use under all conditions calculated to test a shorthand system.

It is taught today in more than half the public high schools in which shorthand of any kind is taught.

It is written by more than half the Government shorthand writers certified under the Civil Service laws of the United States.

Why don't you adopt the standard NOW?  
You will do so ultimately.

PUBLISHED BY

**The Phonographic Institute Company**  
Cincinnati, Ohio.

BENN PITMAN, President.  
JEROME B. HOWARD, Manager.

### INDUSTRIAL EDUCATION CONVENTION

The preliminary program for the second annual convention of the National Society for the Promotion of Industrial Education promises a meeting of vital interest to educators. The society will meet in Atlanta, Ga., Nov. 19, 20 and 21.

While no advance information is available, it is stated that the report of the committee of ten appointed at Chicago last year will prove of far reaching importance to the public schools of the nation. The committee is headed by Henry S. Pritchett and includes: Paul H. Hanus, President E. J. James, Commissioner E. E. Brown, Thomas M. Balliet, L. D. Harvey, W. H. Maxwell, L. W. Miller, and C. H. Howe. It has been studying the relation of industrial education to the public school system and will report its conclusions.

The convention proper will open with a dinner, at which the general topic, "Industrial Education as an Essential Factor in Our National Prosperity," will be discussed. The speakers will be James Wilson, secretary of agriculture; Elmer Ellsworth Brown, commissioner of Education, and Carroll D. Wright, president of the society.

The meeting on Friday morning, Nov. 20, will be presided over by President Charles S. Howe of Cleveland. Mr. E. P. Bullard of Bridgeport will open the discussion of "Industrial Training Through the Apprenticeship System," with a formal paper.

In the afternoon the subject, "Promotion of Industrial Training by Means of Trade Schools," will be discussed by George N. Carman of the Lewis Institute, Chicago, and President John M. Shrigley of the Free School of Trades, Williamson, Pa.

The evening session will be a public meet-

ing, of which the general topic will be "Moral and Material Benefits of Industrial Education to the Nation." The speakers will be Hon. G. Gunby Jordan, Columbus, Ga., and Mrs. B. B. Munford, Richmond, Va.

On Saturday morning the public school phases of industrial education will be treated by Dr. Thomas M. Balliet, Dean School of Pedagogy, New York University, New York City, and L. D. Harvey, superintendent of schools, Menomonie, Wis., president of National Education Association.

An exhibit of trade school work is being collected by President Matheson of the Georgia School of Technology for display during the convention. A similar exhibit formed one of the most interesting features of the Chicago convention a year ago.

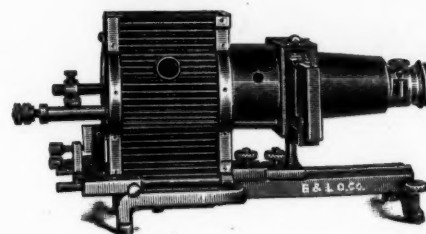
### AMONG BOARDS OF EDUCATION.

The school board at Berkeley, Cal., has adopted a resolution that no student who joins a fraternity or sorority will be given recommendations necessary for admission to the university. Members of the board have practically admitted that their rules denying recognition to students who persist in their fraternity allegiance are ineffective in solving the problem.

Trenton, N. J. An order has been issued that the school telephones be used only for the "business of the school" during school hours.

Niles, O. Cadets who are employed to replace regular teachers during the latter's absence are paid at the rate of \$2 per day for time actually spent in the classroom. Formerly they received the entire amount deducted from the regular teacher's pay.

The new technical high school at Cleveland opened last month with an enrollment of 816



## BALOPTICON MODEL C

THE wider use of Projection Apparatus in school work makes its selection a matter of first importance.

To meet the demand, we offer our Lantern C which is ideal for this work. It is a simplified form of our larger, more elaborate and hence more expensive apparatus, and it is fully equal to all the requirements of high school work.

Lantern C, complete with electric lamp, \$50.00; with acetylene burner, \$45.00.

PRISM is a little magazine of lens information. Send for copy.

Our Name on a Laboratory Apparatus, Photographic Lens, Field Glass, Microscope, Scientific or Engineering Instrument is our guarantee.

## BAUSCH & LOMB OPTICAL CO.

CARL ZEISS, JENA      B-L      GEO. N. SAEGMULLER  
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Boston      London  
Chicago      Frankfurt  
ROCHESTER, N. Y.

students, of which nearly two-thirds are boys. Classes begin every morning at 8:30 o'clock. Students have the hour between 11:30 and 12:30 for lunch and then work until 4:30. There will be four terms of twelve weeks each, leaving only a month in the summer for vacation.

Chicago, Ill. An evening school modeled after the German "continuation schools" has been opened under the direction of Supt. E. G. Cooley. Courses in practical English, commercial arithmetic, penmanship and simple accounting have been opened. The school will be maintained for the present year as a test of the German system.

New York City. A course in saleswomanship for young women has been started in the evening trade school for girls. The course as projected will cover two years.

New Orleans, La. The committee on sanitation of the school board has severely condemned the practice of letting contracts for work in the schools upon general advertising. In its experience the committee found that firms who are not competent are awarded contracts because their prices are lowest. A recommendation has been made to the board that all bidding be limited to six or more reputable, experienced firms in their respective lines.

The growing recognition of the needs of children who must leave school before they can enter the high school is voiced in a paper by Dr. H. M. Rowe, entitled "To What Extent May Commercial and Industrial Training Be Properly Included in the Grammar School Course?" The paper was read before the department of business education of the N. E. A. at Cleveland and attracted wide interest. The pamphlet is distributed gratuitously by the author.



## Talks on Shorthand

### VI.

SOME people consider that shorthand possesses merely a cultural value—that it disciplines the mind by compelling it to struggle with something difficult—that it is a reflection upon the subject if it interests and attracts the pupil and if he makes a practical application of it in everyday life. Acting on this theory they seek the most difficult system of shorthand they can find to teach to the boy or girl in the high school shorthand department.

Others—and fortunately they are in the majority—seek that system which, while possessing unlimited possibilities in practical application, yet combines with it ease of learning and a hold upon the pupil through its inherent fascination. Gregg Shorthand meets this need. It is easy to learn, easy to apply and easy to transcribe. It is based on principles so natural and logical that it appeals to the pupil and holds his interest to the end of his course. The absence of position writing, the use of connected vowels, a forward movement and the elimination of shading, combine to make Gregg Shorthand "the shorthand of the English speaking people."

If you have not investigated Gregg Shorthand, do it now. You will find every encouragement to your impartial consideration of its advantages for your course of study. Ask for a copy of "The Place of Commercial Work in the High School Course of Study."

### THE GREGG PUBLISHING COMPANY

NEW YORK CITY

CHICAGO

#### BOOK REVIEWS.

(Concluded from Page 15.)

##### Elements of Literature and Composition.

By L. A. Sherman. Cloth, 351 pages. University Publishing Co., Lincoln, Neb.

This is a work of a rather advanced type. The author believes that most teachers of English are ready to devote to literature and rhetoric the same kind of intensive study that chemistry and mathematics have been found to require. To train the pupil to recognize literary quality and values, and to open to him the literature of life, on which the literature is founded, is one of the objects of the volume on hand, according to its author. Hardly less its purpose is to develop the pupil's power of discerning and appreciating exalted sentiments and character. For this purpose Mr. Sherman gives a close analysis of those various topics which are usually included in a work on composition, and the task is well accomplished. The various chapters possess a virility and, in some cases, an originality that is pleasing. Here is the text of the first essay: "Words are not only signs of ideas, but may be also signs of emotion, and are often signs of ideas and emotions together." The work is a valuable addition, we think, to a somewhat large bibliography of this time-worn subject.

##### First Course in Biology.

Cloth, 164 pages. Price, \$1.25, net. The Macmillan Company, New York, Chicago.

Part I, Plant Biology, is by L. H. Bailey, and Parts II and III, Animal Biology and Human Biology, is from the pen of Walter M. Coleman. The authors claim that the present tendency in secondary education is away from the formal technical completion of separate subjects, and toward the developing of a workable training in the activities that relate the pupil to his own life. In the natural science field, the tendency is to attach this importance to botany and zoology and physiology as such, and to lay greater stress on the process and

adaptations of life, as expressed in plants, animals and men. This tendency, it is claimed, is a revolt against the laboratory method and research method of the college, as it has been impressed into the common schools, for it is not uncommon for the pupil to study botany without really knowing plants, or physiology without knowing himself.

There seems to be some foundation for these statements if we remember our recent nature study discussions, and this book is intended to meet the need of a simple and untechnical text to cover this secondary biology in its elementary phases. The work is profusely illustrated in all three divisions.

##### Shakespeare's Comedy of Midsummer Night's Dream.

By Ernest Clapp Noyes. 147 pages. Price, 25 cents. The Macmillan Company, New York, Chicago.

The editorial work of this volume has several individual features. In the introduction attention is called to the probability that Shakespeare, during his boyhood, may have had opportunities of seeing plays given by strolling theatrical companies. A bias may have thus been given in that period when the thoughts of youth reach far into the future. There is a good description of the structure and arrangement of the theater in Elizabethan times. The error of too full notes has been avoided. In connection with the notes are some printed questions and a few suggestive topics for written work.

The text is that of the Riverside Edition, prepared by the late Richard Grant White.

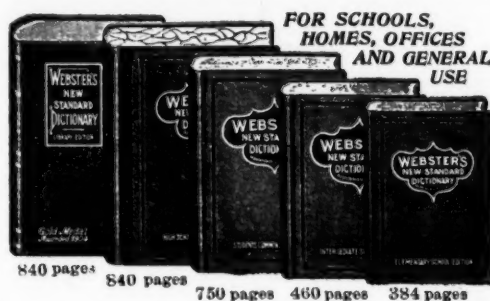
##### A Text Book of Experimental Chemistry.

By Edwin F. Lee. 433 pages. Price, \$1.50, net. P. Blakiston's Sons & Co., Philadelphia.

This book attempts to meet the requirements of a clear, accurate and comprehensive presentation of the fundamentals of experimental chemistry, of specific directions for laboratory work, of a sufficient amount of discussion and application of the principles involved in the

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The following pamphlets are free upon request: "Language Teaching in the Grades," by ALICE W. COOLEY, "The Teaching of English Grammar," by W. F. WEBSTER, and "Teaching English in the High School," by W. F. WEBSTER.

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experiments to foster the interest and direct the observations that energy may not be spent uselessly or indiscriminately, and of those physico-chemical generalizations which are essential to the explanation of much of the phenomena of inorganic chemistry. The classification is according to the natural families of the periodic system. The fundamental concepts of the science are first built up, explained and illustrated, and then applied persistently. Most of the exercises are quite practicable and not beyond the capabilities of the average careful student. It is a strong book, both in theory and in practice, and should meet with favor by teachers of this branch of chemistry.

##### Americans of Today and Tomorrow.

By Senator Albert J. Beveridge. 133 pages. Price, cloth, 50 cents. Henry Altemus Company, Philadelphia.

Senator Beveridge is a self-confessed optimist, and yet he is not unable to see the weak spots in our national life. In this little book he tells what he thinks of his native land. He has a singularly happy mode of writing. It flows along limpidly and smoothly. His easy grace of diction enables him to say unpalatable things without giving offense. Whatever he says is worth reading and pondering over, for it is well digested and of value. The senator fully believes that we are at the dawn of America's golden age, and he would have us all capable of appreciating and enjoying its glories. His essays are thought-provoking. Who would not think seriously when he were told that the present generation is witnessing the dawn of our golden age, where possibilities shall be greater than those of any era since the world began? To reap the most bounteous harvest of this destiny, he declares, we need only cultivate belief in ourselves, conservatism, thoroughness and national righteousness. No one is more competent to "say things," and no one says them more pleasantly than Senator Beveridge.

## The B

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## The Best System of Shorthand

THE NORTH CAROLINA  
STATE NORMAL AND INDUSTRIAL COLLEGE  
COMMERCIAL DEPARTMENT: SHORTHAND, TYPEWRITING, BOOKKEEPING  
GREENSBORO, N. C., June 30, 1908.

THE PRINCIPAL,  
State Normal School, Salem, Mass.

Dear Sir: I understand that you are introducing a commercial course into the State Normal School, of which you are principal. This being a similar school, our work may be of interest to you. Out of an enrollment of 560, the Commercial Department here carries from 10 to 12 per cent. We use the Isaac Pitman system, and the results are good—the public pronounce the work a success. At our last Commencement, May 26, we gave two Reporter's Certificates for verbatim work. To show you the highest expression of our work, I am mailing you a copy of the State Normal Magazine, in which you will find some verbatim work, notably the sermon by Dr. White, of Atlanta. Less than a half-dozen words were changed in the manuscript, the work being so well done. The environment of this place, coupled with a standard shorthand system, produces the results indicated. Scarcely a year passes that we do not give one or more certificates for verbatim work. If we had one of the light-line systems, the results shown in this magazine could not have been done. You are interested in putting the best before your students and there is no system superior to the Isaac Pitman.

Respectfully,

(Signed) E. J. FORNEY,  
Principal, Commercial Dept.

*A copy of "Course in Isaac Pitman Shorthand" will be sent to any teacher or public school official upon application. Send for "History of Shorthand in Public Schools," and particulars of free mail course for teachers.*

**ISAAC PITMAN & SONS, 31 Union Square, New York**

Publishers of: Course in Isaac Pitman Shorthand : \$1.50  
Practical Course in Touch Typewriting : .75  
Style-Book of Business English : .60

**BOOKMEN. Their Mission.**—The agents of educational publishing houses are both loved and despised. They are usually popular among the school people because of their geniality, helpfulness, scholarship and judgment. They are disliked on the other hand, by impatient school officials who do not fully understand or appreciate their mission.

The bookman is employed to promote the sale of his employer's goods. In order to accomplish what his house pays him for, he must exploit the merits of these goods, and by argument and persuasion effect their sale. This is legitimate. No merchant would ask or expect less of his salesmen.

**Relation to Officials.**—Anyone having an article to sell which is likely to be needed by the school system is entitled to attention. The school official is by virtue of his office, in duty bound to grant a respectful hearing if his school system is in the market for goods. If he contemplated a purchase for his own use he would most certainly take some time to examine the goods, ascertain prices, etc. As the representative of the school system, he must be equally ready to investigate. The merits of a book can not always be fully exploited in a ten-minute talk before a committee. A personal audience, while not absolutely necessary, is much more satisfactory, as it will elicit more information regarding the relative merits or demerits of books than could possibly be secured at a formal committee meeting. It is not, however, to be implied that the school board member should commit himself for or against a given book which is shown him by the agent. Discretion must be used in this matter as in all other official acts.

Bookmen have their distinctive uses, and if

we eliminate the few instances where they give annoyance, we will find them companionable, serviceable and educational servants of a desirable type. While the modern text-book is a reflex of the best educational thought—the bookman is the medium that carries the thought into action. In the best sense he is the advance agent of educational progress.

### Care of School Property.

To the directors of the district is entrusted the care of the school building and grounds, and by wise oversight much can be done to render them attractive to the boys and girls who gather there from day to day. It is to be regretted that so little attention is paid to this important part of the education of the child. Love of the beautiful naturally appeals to him, appreciation of the efforts put forth to render his surroundings more pleasant will call for effort on his part to aid in keeping them in good condition. Well-kept grounds, a few flowers in the yard, trees and shrubs in appropriate places, a few pictures on the walls in the school building, curtains for the windows, clean floors and good furniture may cost something more than the directors are at first inclined to feel justified in expending, but the liberal returns in better discipline, higher ideals, greater zeal in the work, increasing desire to improve conditions in the school and in the home, will more than balance any expense that may be incurred for these improvements.—J. J. Doyme.

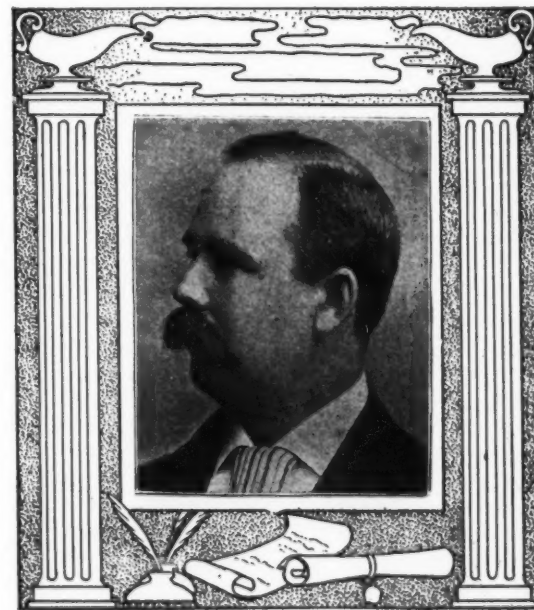
### MR. SMITH RESIGNS.

Mr. Edward R. Smith, one of the best known bookmen in Indiana for twenty years, has resigned as salesman for D. C. Heath & Co. He will devote part of his time for the next year or two to developing the Laurel stock farm in

Franklin county, Indiana, of which he is a part owner.

The announcement that Mr. Smith would leave the service of D. C. Heath & Co. was made Sept. 30. Mr. Smith has made his headquarters in Indianapolis. Before going into the book business he was superintendent of schools at West Lafayette.

Speaking of the Laurel farm, Mr. Smith said: "Our plan is to develop and conduct the place according to approved scientific methods. I believe the opportunities in southern Indiana are equal to those in any other state. In fact, they are far ahead of most states."



MR. EDWARD R. SMITH,  
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## THE KINDERGARTEN FROM A SOCIO-LOGICAL VIEWPOINT.

(Concluded from Page 5)

4. The song, dance and game, with their appeal to co-operative rhythmic sound and movement, have ever been a primitive means of moving a group to a common purpose, or emotion. Games, as we know, are the main-spring for all forms of social discipline and social ethics. We need only touch upon such lessons as taking turns, fairness, consideration of rights of others, choice, justice, leadership, obedience to law of game, self-control, or inhibition of will-to-do out of turn, all these and many, many others, grow out of games. Again I quote from Dewey: "Upon the playground, in game or sport, social organizations take place spontaneously and inevitably. There is something to do, some activity to be carried on requiring natural divisions of labor, selection of leaders and followers, mutual co-operation and emulation."

That there is a grave danger of forcing the strictly co-operative game too early, we all know, but the simplest form of ring game and dramatic game have all these elements in them. (a) "The simplest circle game, illustrating the whole duty of a good citizen to a republic. Anybody can spoil it, yet nobody can play it alone; anybody can hinder its success, yet no one can get credit for making it succeed." We can see the meaning of the play-period writ large when we realize that out of it and of its "deep meaning" has grown the great playground movement of the large cities, the opening up of great parks, and the disappearance of "keep off the grass" signs, in order that the public may share a wide pleasure ground. The appeal to the civic side of the street hoodlum, and the older vagrant, was shown in a slum settlement district—one lone tree, with this sign on it—"This is for all children. Be its friend."

5. Again, plans of work, according to Dr. Dewey, Miss Hill and others, should be based upon some form of community life and interests. Those of you who have kept your subject matter within the simple relations of home, to its immediate environment, to its needs and their supply, have realized to the full how rich such topics are; starting with the child's immediate interests and helping him to widen them out to the fact that "no man liveth to himself."

## Discipline and Self-Control.

6. The matter of discipline, or moral training, looked at from this social point of view, widens our own horizon, and simplifies problems considerably. Not talking about being good, but being good is the test of true morality. Prof. James says: "Character is conduct," and the kindergarten should constantly afford opportunities for experience in moral training. How children love to say "Be good," then love the unctuous sound of moral words, whose meaning they can't grasp. "What shall we do about this?" asks the teacher. "Be good," promptly replies some little lordling. Then if character goodness is conduct, the teacher will say, "No, do thus and so." Being good, for this stage at least, should always be stated in terms of *doing something* in the immediate now. Again, screaming and shrill voices, when at play in the room, are perfectly natural tendencies which must be checked. It can be done by arbitrary orders, or by helping the children to realize that because there are so many of us, or for the sake of older people about, the voices must be quieter. In both cases, modulation of tone will result, but one process is educative and social, the other not. A teacher in Chicago, in charge of a mission kindergarten in a big, roomy church,

visited one of the public school kindergartens. She spoke so strongly of the reasons for discipline and social order which grew out of the school conditions and which were perfectly obvious to those children, whereas, in her own rooms no such conditions existed, and she had to make them in a rather forced and arbitrary way.

There is no freedom in not building up this self-control for sake of others, and little ethical training in such a so-called freedom, for no individual is more shackled by bad habits which will make him unhappy in later life, than is the one allowed to run at the beck of his own self will and caprice when a child. A kindergarten, and I say this advisedly, where social ideals and atmosphere and obedience to group law and to authority, courtesy to older people who represent both leadership and authority, a kindergarten where such is not the rule is worse than the so-called street training. Worse in that it offers a training in wilfulness and bad habits not offset by the rough ethics of the street, for such ethics as they are, are fundamental, not conventional or superficial. Judge Lindsay's greatest backing rests not so much upon the personal liking of the boys for him as upon their faith in his impersonal fairness to "de gang." His greatest appeal to them as individuals was through their ideals of what was fair to a comrade; the difference between "snitching" on a comrade, and getting the whole band of little desperadoes to come and "snitch" for themselves.

## Aesthetic Effects.

One other point, that of surrounding, the room environment with its appeal to the aesthetic sense of the children. C. R. Henderson, sociologist at Chicago University, says: "If we are to provoke a revulsion against untidy streets, hideous alleys, tumbledown houses, offensive advertisements on barns, rocks and mountain sides, and other sins against human perfection, we must make our schoolrooms teachers of beauty. . . . To that perfected and beautiful life the common school can offer a most essential contribution."

Kindergarten has always stood for the beautiful, homelike, childlike room, and pictures hung low, birds, flowers, plants, curtains and what not make it, and the average primary rooms nowadays seem places not so far removed from home environment itself. Does it not give us even greater expansion of feeling, and an impetus to do even the most mechanical bit of work in beautifying our rooms, to know that we are making for a more beautiful civic life through influencing the taste of these little yet-to-be citizens of a later and a larger world?

The highest art of teaching is suggestion. If then we can so surround the little child as he steps over the threshold in his social inheritance with an atmosphere teeming with that which is most suggestive of good art, good literature and social ethics and discipline, we are certainly giving our contribution to society.

Like the Bible, Froebel can always be quoted by the kindergartner, to prove almost any point. I will only call your attention to a commentary on the Froebelian movement in Germany. Often the greatest weakness of individual or organization are formulated by "our friend the enemy." Froebel found it so, for, as you know, monarchical, autocratic Prussia cast out the kindergarten as a Prussian institution. Why? Because it was "subversive of government," that is, of the monarchical type. And Froebel turned to America, to the land whose ideals, at least, were of democratic or social control, as the land where sooner or later the kindergarten would flower in its best

possibilities, and be understood in its relation to rearing the child for his own place in the social whole.

"Where there is unity or wholeness, there is life; where there is separation, there is death, or the germs of death." That the child should be led to see or feel his relation to nature, to man and to God, is only Froebel's philosophical statement of the modern pedagogical motto: "Education for Social Efficiency."

## Plumbing Houses Consolidate.

The consolidation of two of the most prominent plumbing supply houses in the United States, the Federal Company of Chicago and the Henry Huber Company of New York, took place last month. Both firms have been leaders in the manufacture and sale of sanitary fixtures for schools and institutions, and the combination of their expert corps of sanitary engineers promises well for still further advances. The company is now known as the Federal-Huber Company. Offices and display rooms are to be maintained in Chicago and New York City.

**COMPULSORY EDUCATION.**—Since the welfare of a self-governing country depends upon the intelligence of its citizens, measures to insure the growth of intelligence in the rising generation are necessary. Compulsory school attendance has been provided in Massachusetts and Connecticut since the middle of the seventeenth century and nearly every state has more or less effective laws at the present time. These require attendance from three to seven months, between the ages of seven and fourteen, or sixteen. A penalty of fine or imprisonment is provided for disobedience.

## DIDN'T KNOW

## That Coffee Contained a Drug.

There are still some well informed persons who do not know that coffee contains a drug—caffeine.

This drug is what causes the coffee habit and the many ailments that frequently develop from its habitual use.

"I was drinking coffee twice a day, but did not know it was hurting me," writes a Nebraska lady. "I don't think I had ever heard or read that coffee was harmful."

"Sometimes I couldn't lie down, had to sleep in a sitting posture, as the heart action was so slow. The doctor did not ask me if I drank coffee and the medicine I took did not seem to help me."

"Finally I got so bad I could not drink half a cup, as the dull, heavy pain around my heart would be worse. I stopped it for a while and felt some better, but was soon drinking it again, and felt the same distress as before."

"Then I decided coffee caused my trouble, also my husband's, for he complained of severe heartburn every morning after breakfast."

"My daughter had used Postum on a visit and asked why we did not try it. We did, following directions about making it, and for four years we have used it and prefer it to coffee."

"My old trouble has entirely left me and my husband has no more heartburn. I can say from experience now that Postum is the most wholesome of drinks, anyone can drink it three times a day without harm, but with decided benefit."

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### BRUCE'S

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### TEXT BOOK NOTES.

(Concluded from Page 14)

Savannah, Ga. The board of education has selected the following texts for the high school: Reed & Kellogg's Higher Lessons in English, Davis' physical geography, Myers' revised ancient history, Williams & Rogers' grammar, Moore's commercial arithmetic, Scott & Denney's composition and rhetoric, Hunter's biology, Montgomery's English history, Redway's commercial geography, Milliken & Gale's physics, Tappan's English and American literature, Wentworth's trigonometry and geometry.

The Dramatic Reading Book for fourth grades, by Augusta Stevenson, has just been published by Houghton, Mifflin Company. The book is designed to cover oral reading during the transition from the primary grades to the grammar grades and is executed in a model manner. A few days after its publication it was adopted for use in the public schools of Springfield, Mass., and Indianapolis, Ind. The book is to be commended very highly as a serious attempt to remove self-consciousness in children.

The Michigan Teachers' Reading Circle books for 1908-1909 consist of the following three texts: Gilbert's "The School and Its Life," Silver, Burdett & Co.; Van Dyke's "Essays in Application," Hazelwood's "Agriculture."

Mansfield, O. Adopted, Beeman & Smith's higher arithmetic and Scott & Denny's English composition.

Literary Masterpieces, which is a revised form for Southern schools of the American Masterpieces, so long a popular upper grade reader, has been adopted by Virginia, North and South Carolina and Alabama for more or less regular use.

### MR. SOUTHWORTH JOINS THE TEACHERS' EXCHANGE.

Mr. Gordon A. Southworth, who resigned as superintendent of the Somerville, Mass., schools after thirty years' service, has become manager of the Teachers' Exchange of Boston. As author of various popular text books, Mr. Southworth is known throughout the country. His long experience and intimate knowledge

of educational conditions will enable him to give school committees and superintendents expert service for placing teachers. In receiving him, the Teachers' Exchange gives another proof of the high professional character of its work.

The policy of the Teachers' Exchange is to serve primarily the interests of employers, in the hope of thus winning their confidence, and so eventually rendering the best service to teachers. The managers do not claim excellence in the arts of advertising, salesmanship, or news-gathering. They investigate candidates thoroughly, judge as trained experts, and report honestly. A considerable number of principals, superintendents and committees have come to depend regularly on this kind of service. The number has increased materially in the last two years. During the coming year the exchange will be equipped to do a larger amount of work and in a manner more nearly approaching the ideal.

Mr. T. H. White will continue as president of the exchange, which he established twelve years ago.

### Championship Gold Medal and Cash Awards for Isaac Pitman Writers.

Isaac Pitman & Sons, of New York, are offering the Pitman Journal Championship Trophy (value \$175), for competition at Providence, R. I., on Saturday, April 10 next, in connection with the annual meeting of the Eastern Commercial Teachers' Association, when the Eagan International Cup (open to all shorthand writers, and now held by an Isaac Pitman writer), and the Miner Gold Medal (open to all writers of less than ten years' experience), will be competed for.

The trophy, which is of gold and weighs four and one-half ounces, is given for the purpose of arousing enthusiasm and emulation among writers of Isaac Pitman shorthand, and must be won three times consecutively before it can be retained permanently. The competition is open to writers of the Isaac Pitman system who have commenced the study within the limits of North America, and there is no limit to age, sex or color. This medal will not be awarded

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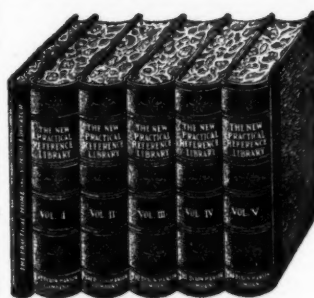
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#### Comic Supplement.

Teacher—"What is the meaning of L'Allegro and Il Penseroso?"

Smart Boy—"Happy Hooligan and Gloomy Gus."

When Carl first attended kindergarten he was asked how old he was. He replied: "I don't know, but my mamma does."

Teddy—"Father, ought teacher to punish me for what I didn't do?"

Father—"Certainly not."

Teddy—"Well, he did today, because I didn't do my sum."



#### Trouble.

Superintendent—Whew, I had such a discouraging day visiting classes.

His Wife—What was the trouble?

Superintendent—I found nearly every teacher doing good work.

#### Gewährt.

Professor: „Das ist nun schon die dritte Frage, die Sie nicht wissen.“

Kandidat (stotternd): „Lassen Sie mir etwas Zeit zum Nachsinnen, Herr Professor.“

Professor: „Sehr gern; genuegen Ihnen zwei Semester?“

#### Yes-No-Er-Um-Well, Never Mind.

Father—"You are very backward in your arithmetic. When I was your age I was doing cube root."

Boy—"What's that?"

Father—"What? You don't even know what it is? Dear me, that's terrible. Here, give me your pencil. Now, we'll take, say, 1, 2, 3, 4, and find the cube root. First you divide—no, you—let me see—um—yes—no—well, never mind—after all, perhaps you're too young to understand it."

"Oh, Johnny," cried the mother, "where did you get that dreadful black eye?"

"We wuz playin' school board meetin'," replied the child, "an' I wuz in the chair."

Teacher—"If you had eight pennies and Billy had four, and you took his and put them to yours, what would that make?"

Joe—"It wouldn't make any more, teacher, 'cause Billy would punch my head an' get 'em back again."

Teacher—"Now, I've told you beef comes from the cow. Can you tell me where mutton comes from?"

Marie—"From the butcher, teacher."



gether, will be sent to any teacher free of charge. A generous package of pencils will be sent on receipt of 16c. in stamps.

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#### A New Way to Translate Greek.

"Smartie" Jones in his college days always came out on top except in his Greek class; here he found his match. Not only was he compelled to "grind," but he was "ridden" and "stuck" and held up to ridicule before the boys of his class. At last, however, his day came. He had just returned from a great football victory and, to say the least, was too full of the good time to prepare his work.

"Now, Mr. Jones," said his enemy, "you may read the review."

"Professor," drawled Smartie, "I haven't studied it, but"—jerking himself together manfully—"I'll try!"

"No, you will not," came the sharp reply; "you can't translate Greek by faith."

"But, Professor," protested Smartie, "didn't you read in chapel today that 'by faith Enoch was translated,' and why can't Xenophon be?"

#### The Strenuous Life.

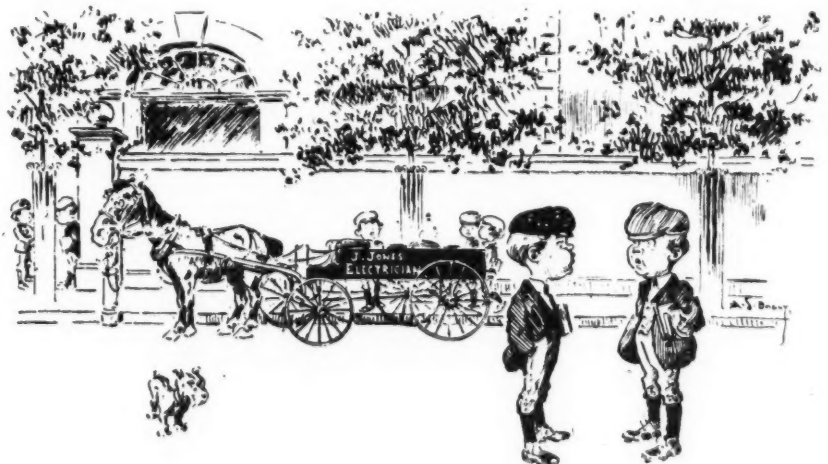
Teacher—How long had Washington been dead when Roosevelt was inaugurated?

Scholar—I dunno, but it hasn't been very dead since Teddy has been there!

#### Offered to Demonstrate.

Pretty Teacher—Johnny, what's a kiss?

Johnny—I can't exactly put it in words, but if you really want to know I can soon show you.



#### Modern Improvements.

First Scholar—What's the 'lectrician doin' over at the schoolhouse?

Second Scholar—Puttin' in a 'lectric switch.

First Scholar—Gee mully! If they's goin' ter do the lickin' by 'lectricity I quit.—Judge.

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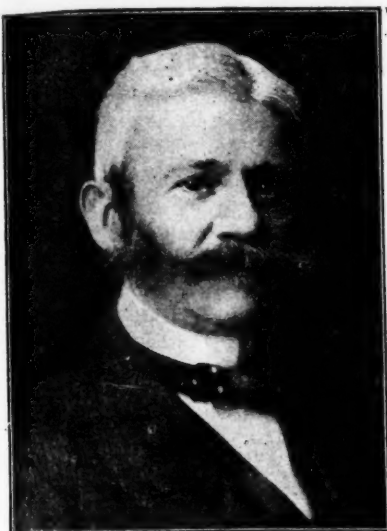
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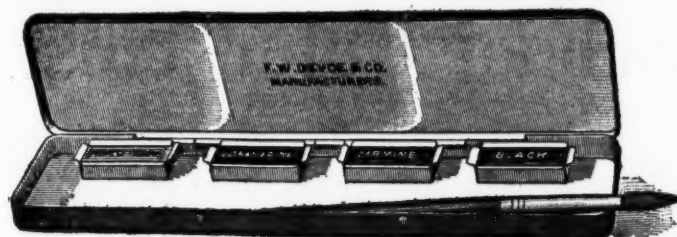
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## THE TEACHING OF HYGIENE IN THE ELEMENTARY SCHOOL.

(Concluded from page 4.)

kitchens, with their brightly scoured pots and  
pans, while journalism is fond of describing  
dairies conducted on hygienic lines, or model  
tenements and lodging houses. The hero tales  
of hygiene are as thrilling as those of political  
warfare and the struggle for the enforcement  
of pure food laws and the prevention of con-  
tagion, deserves a more eloquent page in his-  
tory than most military campaigns.

After all, however, no description or repre-  
sentation of healthful activities can be as im-  
pressive as the doing of the things themselves.  
The association of a group of facts with the ac-  
tivity for which they should collectively serve  
as a stimulus, adds interest to them as certainly  
as they add interest to it.

### Hygiene Educationally Valuable.

Of course, the subject matter of hygiene has  
other than a purely hygienic value. Properly  
systematized and taught by effective method, it  
may become a mental discipline. Some of its  
details may contribute to the realization of oth-  
er phases of the educational aim. But when the  
final test is applied and discrimination is made  
between the merely useful and the relatively  
most useful, the knowledge which tends most  
directly to the formation of healthful habits  
will stand well toward the top of the list. Much  
of it is only hygienic in its value, and, there-  
fore, is limited in the extent of its contribu-  
tion to the general educational aim. Little of  
it is so many sided and manifold in its rela-  
tionships to other useful details that it is ex-  
ceptional in the degree of its contribution. But  
no other knowledge can be more helpfully asso-  
ciated with vital activities which continually  
recur in everyday life.

Because the present age has been one of tran-  
sition, it is educationally a period of readjust-  
ment. Continually increasing demands are be-  
ing justly made upon the public school—justly  
and inevitably on account of the lessening of  
the educational function of other institutions  
made necessary by great economic and social  
changes, the ever-increasing efficiency of its  
teaching body and the fact that it alone repre-  
sents the whole people and reaches every indi-  
vidual in the social mass. If it is to success-  
fully perform its broadening duties, equally  
necessary with greatly increased financial sup-  
port is the professional training, adequate to a  
sane judgment of educational values and the  
more certain determination of effective educa-  
tional methods. It is, therefore, not too much  
to expect that in the near future the teaching  
of hygiene in the elementary school will pre-  
pare the American people to become as health-  
ful in both its personal and community life as a  
most patient and brilliantly successful science  
can show it how to be.

[Paper read at conference of Eastern Education Asso-  
ciations, Washington, D. C.]

### New Educational Periodical.

The specializing process which has been go-  
ing on in the field of educational journalism  
has resulted in a new publication that prom-  
ised to wield a wide influence. It is a monthly  
that will aim to supply new ideas and sugges-  
tions for making the teaching of school music  
more effective. Its appeal will be not only to  
the trained supervisor who must direct the grade  
teachers, but it will aim to serve especially the  
needs of the latter. The editor of the *Journal  
of School Music* is W. S. Mathews. The pub-  
lication office is at 378 Wabash avenue, Chicago,  
Ill.

### A CATALOGUE OF REAL VALUE.

L. Wolff Manufacturing Co. of Chicago has  
just issued the most complete and elaborate  
catalogue of a school specialty ever printed.  
The book is of interest to all connected with  
school work, for it clearly shows the estimate  
put on the value of contracts for school work.  
When the immense amount of money invested  
to prepare illustrations, compile, publish and  
deliver this volume is considered, one readily  
realizes that manufacturers are now awake to  
the vast amount of business awaiting them in  
the educational field.

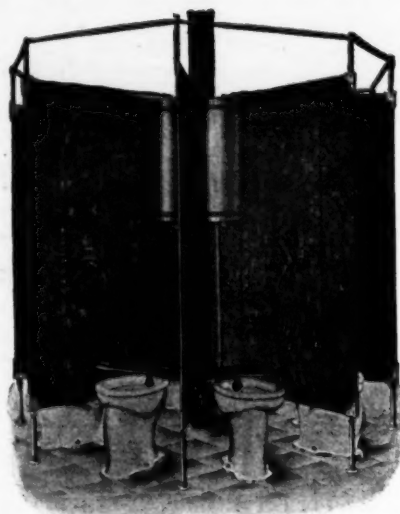
A quotation from the preface well illustrates  
the end desired. "It has been our desire and  
aim to make this catalogue a reference book of  
plumbing fixtures adapted especially for use  
in schools, academies, colleges and universities.  
The fixtures shown and described herein have  
been selected not only for their quality, dura-  
bility and excellence of design, but for their  
particular adaptability to the usage and require-  
ments of school work. The illustrations are as  
nearly like the actual fixtures in general out-  
line and design as it is possible to show."

The book contains 139 pages, each twelve by  
nine inches. The covers are splendidly em-  
bossed; the best enameled paper is used, and a  
splendid picture of every fixture is given as well  
as a detailed description, material of construc-  
tion, dimensions and cost.

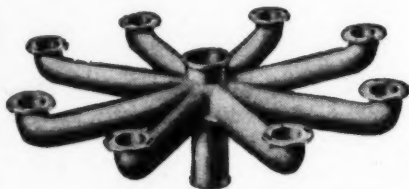
Any article desired may be quickly found, for  
the index is very complete. School engineers,  
architects, members of building committees, in  
fact anyone interested in the building and  
equipping of schools will find this catalogue of  
great value in making their selection and de-  
termining the cost of their plumbing supplies.  
It will be sent to those stating their school con-  
nections.



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Kelly Octopus closet fitting complete with eight Kelly Automatic Closets. Illustration shows screens for school or factory installation (no doors).



Kelly Octopus fitting (patents applied for), when set in place, completes the roughing in for eight water closets. Note that this fitting is a one-piece casting.

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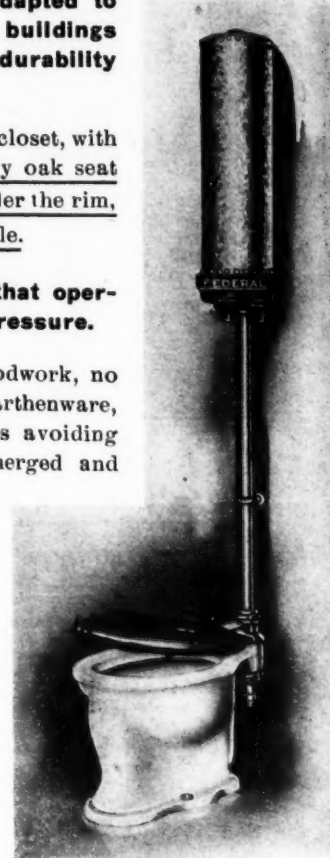
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### COMING EDUCATIONAL CONVENTIONS.

November 4, 5, 6: Nebraska State Teachers' Association, at Lincoln. Miss Gertrude Gardner, secretary, Kearney.

November 5, 6, 7: Southern Minnesota Teachers' Association, at Mankato.

Nov. 5-7—Rhode Island Institute of Instruction at Providence.

Nov. 5-6-7. Indiana State Associations of School Boards and Superintendents at the Claypool hotel, Indianapolis.

Nov. 6-7. Northern Illinois Teachers' Association at Joliet.

Nov. 7. North Dakota Association of Science and Mathematics Teachers, at Agricultural College, N. D. Clyde R. Travis, secretary-treasurer, Mayville.

Nov. 11-12-13. Arizona Teachers' Association & Joint Territorial Teachers' Institute, at Tucson. J. B. Jolley, president.

Nov. 12-14. Wisconsin State Teachers' Association, at Milwaukee. Miss K. R. Williams, secretary.

Nov. 13-14. Central Ohio Teachers' Association, Northwestern Ohio Teachers' Association, and Ohio Manual Training and Drawing Teachers' Association, at Wayne Pavilion, Detroit, Mich.

Nov. 19-20-21. National Society for the Promotion of Industrial Education, Atlanta, Ga.

Nov. 25-28—Virginia Teachers' Association; place not determined, probably at Newport News.

Nov. 26, 27, 28—Northeast Missouri Teachers' Association at Hannibal; Northwest Missouri Teachers' Association at Cameron; South Central Missouri Teachers' Association at Rolla; Southeast Missouri Teachers' Association at Cape Girardeau; Southwest Missouri

Teachers' Association at Neosho; West Central Missouri Teachers' Association at Higginsville.

Nov. 27-28. Central Association of Science and Mathematics Teachers, Englewood High School, Chicago.

Nov. 27-28. Missouri Valley Commercial Teachers' Association, at Kansas City, Mo. Mrs. E. M. Platt, secretary-treasurer, St. Joseph, Mo.

Nov. 27-28. Southwest Oklahoma Teachers' Association, at Lawton. T. B. Ryholt, president.

Dec. 28-29-30. Arkansas State Teachers' Association, at Little Rock. Corresponding secretary, Henry Traylor, Boonesville.

Dec. 26, 27, 28—Oklahoma State Teachers' Association at Shawnee.

Dec. 27-29—Idaho State Teachers' Association at Boise.

Dec. 28-30—New York State Teachers' Association at Syracuse.

Dec. 28-Jan. 2—California State Teachers' Association at San Jose.

Dec. 29, 30, 31—Iowa State Teachers' Association at Des Moines, Ia.

Dec. 29, 30, 31—Indiana State Teachers' Association at Indianapolis, Ind.

Dec. 28, 29, 30—Illinois State Teachers' Association at Springfield.

Dec. 28-30—New Mexico Educational Association at Albuquerque.

Dec. 29-31—Texas State Teachers' Association at Austin.

Dec. 28-30—Utah State Teachers' Association at Salt Lake City; Dr. George Thomas, Logan, president; J. L. Gillilan, Salt Lake, secretary.

Dec. 28-31—New Jersey State Teachers' Association at Atlantic City.

Dec. 29-31—South Carolina State Teachers' Association at Columbia.

December 28-30: Montana State Teachers' Association, at Helena. Jesse P. Row, president, Missoula.

Dec. 29-Jan. 1. New York State Science Teachers' Association, at Syracuse. E. R. Smith, secretary, Syracuse.

Dec. 29-31. Washington Educational Association, at Spokane.

Dec. 29-31. Missouri State Teachers' Association, at Kansas City.

Dec. 30. Iowa Association of Science Teachers, at Des Moines. F. E. Goodell, secretary, Des Moines.

Dec. 29, 30, 31—Kansas State Teachers' Association.

Dec. 28, 29, 30—Minnesota Educational Association at St. Paul; Mr. C. G. Schulz, president, St. Paul.

Dec. 28-31—Colorado State Teachers' Association at Denver.

Dec. 28-31—Florida State Teachers' Association at Gainesville.

Dec. 29-31—Wyoming State Teachers' Association at Laramie.

Dec. 29-31—North Dakota State Teachers' Association at Valley City, N. D.

Dec. 29, 30, 31—South Dakota Educational Association at Aberdeen; J. F. Olander, corresponding secretary, Pierre.

Dec. 29-31. American Nature Study Society, at Baltimore, Md. M. A. Bigelow, secretary-treasurer.

Dec. 29-30-31. Southern Educational Association, at Atlanta, Ga. P. P. Claxton, president, Knoxville, Tenn.

Jan. 12-14. Tennessee Public School Officers' Association, at Nashville. P. L. Harned, secretary-treasurer, Clarksville.

Feb. 20. Illinois State Academy of Science, at Springfield.



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### REDUCING SIZE OF CLASSES.

The process of reducing the size of classes in the Chicago public schools has entailed a series of difficulties and obstacles which will put off the ultimate attainment of the desires of the school management to a distant future. A report of Supt. Cooley shows that at the present time there is a shortage of sittings in various parts of the city, and several thousand children are housed in rented quarters, and in basements which are ill-adapted to school purposes. The shortage in funds with which the board of education is coping would necessitate a reduction in the salary schedule if the number of teachers were to be immediately increased under the plan.

At present the average number of children per teacher is 44½, as compared to an average of 47 in 1904. While these figures are indicative of the general improvement which has taken place, there are many teachers who have as many children as can be accommodated in their rooms. An average of forty children is suggested by Mr. Cooley and has been sanctioned by the board of education. This reduction will cost in salaries alone \$85,000 per annum, and cannot be immediately effected. Nor is any drastic or summary action intended. In fact, the larger problem of adjusting the conflicting interests is being kept in view to insure the equitable distribution of benefits and facilities among pupils, and secondarily among the teachers.

It has been suggested that the policy of the board can be expedited by introducing other reforms, such as the establishment of "industrial rooms" in many schools for backward pupils and semi-truants, whose slow pace retards the general advance, and the opening of day continuation schools.

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### Change North Dakota University.

President Merrifield of the State University of North Dakota has handed in his resignation, to take effect at the close of the present school year. Hon. N. C. Young, present member of the board of trustees and judge of the supreme court, has been asked to accept the position, but declines. Dean Joseph Kennedy of the normal department is very favorably mentioned.

President Merrifield has endeared himself to the student body and the instructors connected with the institution, and has shown wonderful executive ability and kept the institution alive when lack of sufficient funds, owing to laxness in legislative appropriations, seemed to threaten the closing of its doors. His loss will be deeply felt.

### New Architects' Firm.

Ashby, Radford & Niemann is the corporate title of a new architects' firm which has grown out of the extensive school practice of Mr. George W. Ashby of Chicago. The company is located in Muskogee, Oklahoma, and will devote itself to school work in the new state and in the south generally.

**APPARATUS.** Definition.—The courts have decided that school apparatus implies such articles as globes, maps, charts, etc. The word "apparatus," it is held, cannot be strained to cover school furniture.

**Condition.**—Rules should be formulated and displayed in every schoolhouse regarding the care and use of apparatus, and the fine to be exacted in case of the wilful destruction of the same. The school board should examine or else the superintendent, principal or teacher should be requested to report at least once a year on the general condition of all apparatus.

**Inventory.**—Before the close of each school year, during the months of May or June, a complete inventory of all apparatus and where located should be made and submitted to the board. This inventory should include a statement, A) of the condition of the apparatus, B) of articles in need of repair, C) of articles to be replaced, D) of new articles required.

**Needs.**—The superintendent or secretary should submit during the vacation months, early in July or August, a full list of the new apparatus desired and required. He should specify the kind and number of articles, together with the probable cost.

### School Toilets.

"To Supt. John Morrow of Allegheny the world is indebted for the greatest sanitary improvement in school house architecture," writes Mr. Winship in the Journal of Education. "In a building of eighteen class rooms he has two toilet rooms off each class room, and no common toilet room in the building. In consequence, not a child out of the 900 is ever in the halls when the class is in session. Stealing from clothing is wholly eliminated. The absence from the room for visiting is entirely done away with. The absence from recitation and study is reduced so greatly as to signify little by way of loss of work. All immoral conditions are purified. Great as is the gain, the cost is not noticeable, and the daily attention to the closets is almost wholly eliminated. From sanitary, moral and scholarly points of view this is an epoch-making demonstration."

## New Material for Art Work

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A set of brush and ink drawings, consisting of ten sketches of boys and girls, suggesting things in which they are interested, and giving ideas for simple, natural poses. They have been prepared with especial reference to school conditions and school work, and as a help to a better conception of pose drawing on the part of both teachers and pupils, this set of sketches will be found invaluable. The drawings are simple and forceful in treatment, with little detail, and large enough to be readily seen from all parts of the room. Ten plates, in folder, set, \$0.50; postage, 14c.



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## ALABAMA.

Attalla—Etowah county training school will be erected; \$15,000. Birmingham—3-story school will be erected; \$15,000.

## ARIZONA.

Tempe—Arch. Thornton Fitzhugh has plans for normal school; \$25,000. White River—School will be erected.

## ARKANSAS.

Paris—Archts. Gibbs & Saunders have plans for high school; \$25,000.

## CALIFORNIA.

Applegate—Arch. A. D. Fellows, Auburn, will erect school; \$1,500. Terra Buena—School will be erected. Burnett—10-room school will be erected. Los Angeles—2-story school for girls will be erected. Imperial—Grammar school will be erected. San Bernardino—Arch. F. S. Allen, Pasadena, has plans for 1-story school. Riverside—Arch. S. L. Pillar has plans for 2-story school. Euclid Heights—Erection of high school is contemplated. Anderson—Contract was let for school. Redondo—2-room school will be erected. Merced—Arch. Walter King, Stockton, has plans for school.

## CONNECTICUT.

Bridgeport—Public school for Hebrew children will be erected. Torrington—Arch. C. S. Palmer has plans for 12-room school; \$50,000. Taftville—School will be erected.

## DISTRICT OF COLUMBIA.

Washington—Arch. F. E. Tormey will erect school; \$200,000. Arch. Julius Wenig has plans for 3-story parochial school. Erection of high school is contemplated.

## FLORIDA.

St. Augustine—Plans have been accepted for high school; \$60,000.

## GEORGIA.

Union City—Propose erection of college to cost \$259,000. Douglas—\$30,000 voted for school. Griffin—Erection of school is contemplated. Statesboro—Six schools will be erected.

## ILLINOIS.

Chicago—Home for Catholic Deaf Mutes will be erected; \$100,000. Bridgeport—2-story high school will be erected; \$30,000. Rochelle—School will be erected. Fisher District. Lockport—Erection of high school is contemplated. Newman—Contemplate erection of school. Chicago—Carl Schurz high school will be erected.

## INDIANA.

Ft. Wayne—2-story school will be erected. Dunkirk—Archts. Young & Butz, Kokomo, have plans for 2-story school; \$28,000. Spartanburg—High school will be erected. Richmond—Archts. W. S. Kaufman & Son are preparing plans for high school.

## IOWA.

Spirit Lake—School will be erected, sub-dist. No. 4. Maxwell—Arch. O. A. Houghland, Chariton, has plans for 2-story school; \$18,000. Mineola—School will be erected, Dist. No. 6. Gillett

Grove—School will be erected, sub-dist. No. 4. Des Moines—12-room school will be erected. Worthington—High school will be erected.

## KANSAS.

Belle Plaine—School will be erected. Liberal—School will be erected. Fuller—School will be erected. Rose Hill—Arch. C. W. Squires, Emporia, has plans for 6-room school; \$12,000. Milford—School will be erected.

## MICHIGAN.

Avoca—2-room school will be erected. East Jordan—Arch. H. S. Price has plans for school; \$12,000. Grand Rapids—Archts. Williamson & Crow have plans for 12-room school. Ford River—School will be erected. Brimley—8-room school will be erected; \$10,000. Marshall—School will be rebuilt in Convis twp.

## MINNESOTA.

Buhl—Archts. Radcliffe & Price, Duluth, have plans for 2-story school. Forest Lake—8-room school will be erected. Gilman—School will be erected. Walker—School will be erected next spring; \$30,000. Hibbing—20-room school will be erected. Molde—Archts. Radcliffe & Price have plans for school; \$5,000. Kragness—School will be erected.

## MISSOURI.

St. Joseph—Archts. Eckel & Boschen have plans for 3-story school; \$100,000. Liberty—Erection of grade school is contemplated. St. Louis—2-story parochial school will be erected; \$50,000.

## MONTANA.

Bozeman—School will be erected. Deborgia—School will be erected, dist. No. 38.

## NEBRASKA.

Farnham—C. W. Way & Co., architects, have plans for school. Elwood—High school will be erected. Omaha—Archts. F. W. Clarke & Co. will prepare plans for 2-story school. Elmwood—Contract was let for school; \$11,000. Coleridge—Arch. Geo. W. Burkhead, Sioux City, has plans for 2-story school; \$12,000. Hebron—Arch. W. E. Gernandt, Fairbury, has plans for 2-story school; \$14,000.

## NEW JERSEY.

Greenville—Site has been selected for grammar school. Jersey City—Arch. Rowlands will prepare plans for high school. Irvington—School will be erected.

## NEW YORK.

Somers Center—Arch. Raymond F. Almirall. New York City, let contract for 2-story school. Colonie—Arch. Harry P. Fielding, Troy, will prepare plans for 1-story school. Flatbush—Arch. Edwin P. Van Valkenburgh, Saugerties, is preparing plans for 1-story school. Smithtown—Archts. Stoughton & Stoughton, New York City, have plans for 2-story school; \$18,000. Gloversville—Plans will be prepared for high school. Fort Erie—School will be erected; \$10,000. Peekskill—New York Training School for Boys will be erected; \$200,000.

## NORTH DAKOTA.

Balfour—1-story school will be erected. Garrison—School will be erected. Pearce—Three schools will be erected. Jamestown—School will be erected; \$40,000. Hettinger—School will be erected.

## OHIO.

Cincinnati—Arch. Anton Rieg has plans for school; \$40,000. Walbridge—High school will be erected, Lake twp. Norwood—Arch. A. Kuntz, Jr., Cincinnati, is preparing plans for 2-story school; \$30,000. Lyons—Arch. F. E. Walker, Toledo, is preparing plans for 2-story school; \$10,000. Cambridge—Arch. J. F. Orr has plans for 2-story high school; \$50,000. Oxford—3-story normal school will be erected. Cincinnati—Arch. James Gilmore will prepare plans for 3-story school; \$75,000. Marietta—Erection of school is contemplated. Cleveland—20-room school will be erected. New Bremen—School will be erected.

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Linton Mills—School will be erected, sub-dist. No. 2.

## OKLAHOMA.

Milburn—5-room school will be erected. Meridian—School will be erected; \$2,500. Alex—Archts. Hair & Smith, Salina, Kan., have plans for 2-story school; \$12,000. Webbers Falls—Archts. C. H. Sudhoelter & Co., Muskogee, have plans for 6-room school. Durwood—2-story school will be erected. Peoria—School will be erected. Tulsa—Arch. J. J. Glanfield is preparing plans for 2-story school; \$60,000. Mannsville—Arch. J. B. White, Ardmore, has plans for 2-story school. Ochelata—8-room school will be erected. Mounds—Arch. Clifford, Sapulpa, will prepare plans for 8-room school; \$16,000. Erick—Archts. Layton & Smith, Oklahoma City, have plans for 3-story school. Cashion—Bids were received for erection of school. Langston—University building will be erected, Logan county. Shawnee—Erection of high school and grade school is contemplated. Maysville—Contract was let for school. Cordell—Bonds have been voted for two schools. Lawrence—High school will be erected; \$100,000. Lone Wolf—10-room school will be erected; \$20,000. Ballard—School will be erected. Sugden—Contract was awarded for school; \$20,000. Quinlan—2-story school will be erected. Ardmore—Archts. Tackett & Myall have plans for 2-room school. Summit—School will be erected. Lawton—High school will be erected; \$100,000.

## OREGON.

Albina—Archts. Whitehouse & Honeyman have plans for school.

## PENNSYLVANIA.

Monongahela—School will be erected, 3rd ward; \$52,000. Philadelphia—William Penn Commercial School for Girls will be erected; \$600,000. Bryn Athyn—Arch. Henry L. Reinhold, Jr., has plans for 3-story school; \$20,000.

## SOUTH CAROLINA.

Belton—School will be erected; \$12,000.

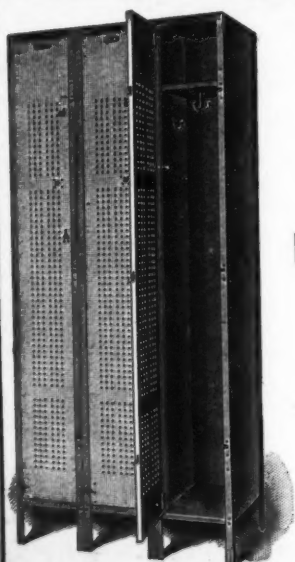
## SOUTH DAKOTA.

Howard—School will be erected. Aberdeen—School will be erected. Brentford—School will be erected. Orient—2-story school will be erected.

## TENNESSEE.

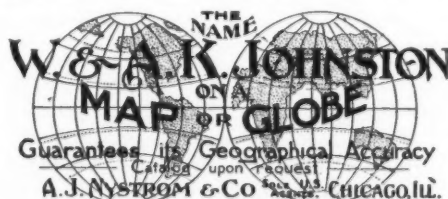
Nashville—3-story school will be erected; \$40,000. Parsons—Nine schoolhouses will be erected.

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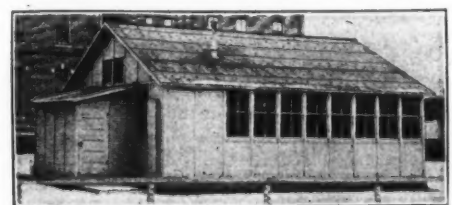
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Martin—Arch. R. A. Heavner, Jackson, has plans for 2-story dormitory, Hall-Moody College.

### TEXAS.

Yoakum—\$32,000, bonds, voted for school. Lockhart—School will be erected. Higgins—Arch. D. P. Kouffman, Amarillo, will prepare plans for 2-story school.

Bardwell—School will be erected; \$5,000. Alvin—10-room school will be erected. Batesville—School will be erected. Austin—2-story school will be erected, construction to begin Jan. 1.

### UTAH.

Ogden—High school will be erected. Salt Lake City—Bids were opened for 2-story school. Ogden—8-room school will be erected.

Springville—High school will be erected; \$20,000.

### VIRGINIA.

Amelia Courthouse—4-room school will be erected. Pamplin—Contract was awarded for school; \$2,750. Richmond—Contemplate erection of school. Archt. C. Ruehrmund has plans for 1-story school; \$4,000.

### WASHINGTON.

Georgetown—Site has been secured for school. Bothell—School will be erected; \$11,000. Everett—Arch. Stephens, Seattle, has plans for high school.

### WEST VIRGINIA.

Wise—Archts. Holmboe & Lafferty, Clarksburg, have plans for school; \$20,000.

Gleichen, Alta.—Arch. W. M. Todd, Alexander Corner, Calgary, Alta., has plans for school. Montreal—French school for higher commercial courses will be erected; \$390,000. Fort Erie—School will be erected.

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Front View.



PLATE 1779-N.

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End View.



PLATE 1780-N.

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### WISCONSIN.

Elderon—Plans have been completed for 4-room school; \$7,000. Sheldon—2-story school will be erected. Ahna-pee—Bids were received for school, dist. No. 7. Minong—School will be erected. Curtiss—Arch. Samuel Snyder has plans for school; \$5,000. Fond du Lac—Contract was awarded for rebuilding Grant school. Dancy—2-room school will be erected in the spring. Madison—Plans have been prepared for thirteen rural schools in the state.

### CANADA.

Kenlis, Sask.—Tenders were received for school Ottawa—Propose to secure sites for schools. Ft. Erie—4-room school will be erected; \$10,000.

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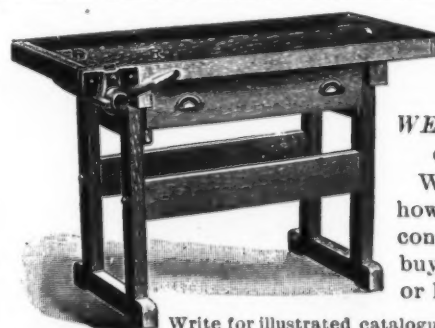
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